SECOND EDITION

TOP NOTCH

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Joan Saslow • Allen Ascher

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SECOND EDITION

TOP NOTCH

English for Today's World

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Joan Saslow • Allen Ascher

With *Top Notch Pop Songs and Karaoke*
by Rob Morsberger

Top Notch: English for Today's World 1, Second Edition

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Learning Objectives

Top Notch 1 learning objectives are designed for false beginners. They offer a rigorous review and an expansion of key beginning concepts as well as a wealth of new and challenging material.

Unit	Communication Goals	Vocabulary	Grammar
1 **Getting Acquainted** page 2	• Meet someone new • Identify and describe people • Provide personal information • Introduce someone to a group	• Usage of formal titles • Positive adjectives to describe people • Personal information • Countries and nationalities	• Information questions with be (review and common errors) • Modification with adjectives (revie • Yes / no questions and short answers with be (review) **GRAMMAR BOOSTER** • Be: usage and form (review) • Be: common errors • Possessive nouns and adjectives (review)
2 **Going Out** page 14	• Accept or decline an invitation • Express locations and give directions • Make plans to see an event • Talk about musical tastes	• Music genres • Entertainment and cultural events • Locations and directions	• Prepositions of time and place • Questions with When, What time and Where (review) **GRAMMAR BOOSTER** • Prepositions of time and place: usage
3 **The Extended Family** page 26	• Report news about relationships • Describe extended families • Compare people • Discuss family cultural traditions	• Extended family relationships • Marital status • Relatives by marriage • Describing similarities and differences	• The simple present tense (review): ◦ Affirmative and negative statements ◦ Yes / no questions ◦ Information questions ◦ Common errors **GRAMMAR BOOSTER** • The simple present tense: ◦ Usage, form, common errors ◦ Questions with Who
4 **Food and Restaurants** page 38	• Ask for a restaurant recommendation • Order from a menu • Speak to a server and pay for a meal • Discuss food and health	• Parts of a meal • Categories of food and drink • Communicating with a waiter or waitress • Adjectives to describe the healthfulness of food	• There is and there are with count and non-count nouns • Anything and nothing: common errors • Definite article the: usage **GRAMMAR BOOSTER** • Non-count nouns: usage, expressing quantities • How much / How many • Count nouns: Spelling rules • Some and any
5 **Technology and You** page 50	• Suggest a brand or model • Express frustration and sympathy • Describe features of products • Complain when things don't work	• Electronic products • Household appliances and machines • Features of manufactured products • Ways to state a problem • Ways to sympathize • Positive and negative adjectives	• The present continuous (review): ◦ Actions in progress and future plans ◦ Statements and questions **GRAMMAR BOOSTER** • The present continuous: form and spelling rules

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
• Begin responses with a question to confirm • Use Let's to suggest a course of action • Ask personal questions to indicate friendliness • Intensify an informal answer with sure	**Listening Skills:** • Listen for details • Infer information **Pronunciation:** • Intonation of questions	**Texts:** • An enrollment form • Personal profiles • A photo story **Skills/strategies:** • Infer information • Scan for facts	**Task:** • Write a description of a classmate ***WRITING BOOSTER*** • Capitalization
• Use Really? to express enthusiasm • Provide reasons to decline an invitation • Use Too bad to express disappointment • Repeat with rising intonation to confirm information • Use Thanks, anyway to acknowledge an unsuccessful attempt to help	**Listening Skills:** • Infer a speaker's intention • Listen for main ideas • Listen for details • Listen for locations **Pronunciation:** • Rising intonation to confirm information	**Texts:** • A music website • An entertainment events page • Authentic interviews • A survey of musical tastes • A photo story **Skills/strategies:** • Interpret maps and diagrams • Identify supporting details • Make personal comparisons	**Task:** • Write a short personal essay about one's musical tastes ***WRITING BOOSTER*** • The sentence
• Use Actually to introduce a topic • Respond to good news with Congratulations! • Respond to bad news with I'm sorry to hear that • Use Thanks for asking to acknowledge an inquiry of concern • Use Well to introduce a lengthy reply • Ask follow-up questions to keep a conversation going	**Listening Skills:** • Infer information • Understand key details • Identify similarities and differences • Listen to take notes • Listen for main ideas • Listen for details **Pronunciation:** • Blending sounds	**Texts:** • Family tree diagrams • A self-help website • A cultural-information survey • A photo story **Skills/strategies:** • Interpret a diagram • Confirm facts • Infer information	**Task:** • Make a Venn diagram • Compare two people in a family ***WRITING BOOSTER*** • Combining sentences with and or but
• Use Could you ...? to make a polite request • Use Sure to agree to a request • Clarify a request by asking for more specific information • Indicate a sudden thought with Actually • Use I'll have to order from a server • Increase politeness with please	**Listening Skills:** • Listen to take notes • Infer the location of a conversation • Listen to predict **Pronunciation:** • The before consonant and vowel sounds	**Texts:** • Menus • A nutrition website • A photo story **Skills/strategies:** • Interpret a map • Understand from context • Infer information	**Task:** • Write a short article about food for a travel newsletter ***WRITING BOOSTER*** • Connecting words and ideas: and, in addition
• Use Hey or How's it going for an informal greeting • Use What about...? to offer a suggestion • Use Really? to indicate surprise • Use You know to introduce a topic • Express sympathy when someone is frustrated	**Listening Skills:** • Listen to predict • Infer meaning • Listen for details **Pronunciation:** • Intonation of questions	**Texts:** • Newspaper advertisements • A magazine ad for a new product • A photo story **Skills/strategies:** • Understand from context • Activate language from a text	**Task:** • Write a paragraph describing a product ***WRITING BOOSTER*** • Placement of adjectives

Unit	Communication Goals	Vocabulary	Grammar
6 **Staying in Shape** page 62	• Plan an activity with someone • Talk about habitual activities • Discuss fitness and eating habits • Describe someone's routines	• Physical activities • Places for physical activities • Frequency adverbs: expansion	• Can and have to: meaning, form, and usage • The present continuous and the simple present tense (review) • The present continuous: common errors **GRAMMAR BOOSTER** • Non-action verbs • Frequency adverbs: common error • Time expressions • More on can and have to
7 **On Vacation** page 74	• Greet someone arriving from a trip • Ask about someone's vacation • Discuss vacation preferences • Describe good and bad travel experiences	• Adjectives to describe trips and vacations • Intensifiers • Ways to describe good and bad travel experiences	• The past tense of be (review): statements and questions • The simple past tense (review): statements and questions • Regular and irregular verb forms **GRAMMAR BOOSTER** • The past tense of be: explanation of form • The simple past tense: more on spelling, usage, and form
8 **Shopping for Clothes** page 86	• Shop and pay for clothes • Ask for a different size or color • Navigate a mall or department store • Discuss clothing do's and don'ts	• Clothing departments • Types of clothing and shoes • Clothing that comes in "pairs" • Interior store locations and directions • Formality and appropriateness in clothing	• Uses of object pronouns • Object pronouns: common errors • Comparative adjectives **GRAMMAR BOOSTER** • Direct and indirect objects: usage rules • Spelling rules for comparative adjectives
9 **Taking Transportation** page 98	• Discuss schedules and buy tickets • Book travel services • Understand airport announcements • Describe transportation problems	• Kinds of tickets and trips • Travel services • Airline passenger information • Flight problems • Transportation problems • Means of public transportation	• Modals should and could: statements and questions • Be going to to express the future: review and expansion **GRAMMAR BOOSTER** • Modals: form, meaning, common errors • Expansion: future actions
10 **Shopping Smart** page 110	• Ask for a recommendation • Bargain for a lower price • Discuss showing appreciation for service • Describe where to get the best deals	• Financial terms • How to bargain • How to describe good and bad deals	• Superlative adjectives • Too and enough: usage and common errors **GRAMMAR BOOSTER** • Superlative adjectives: usage and form • Comparatives (review) • Usage: very, really, and too

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ActiveBook Self-Study Disc ..... Inside back cover

Conversation Strategies	Listening/ Pronunciation	Reading	Writing
• Use Why don't we ...? to suggest an activity • Say Sorry, I can't to apologize for turning down an invitation • Provide a reason with have to to decline an invitation • Use Well, how about ...? to suggest an alternative • Use How come? to ask for a reason • Use a negative question to confirm information	**Listening Skills:** • Infer meaning • Infer information • Listen for main ideas • Listen for details • Apply and personalize information **Pronunciation:** • Can / can't • The third-person singular -s	**Texts:** • A bar graph • A fitness survey • A magazine article • A photo story **Skills/strategies:** • Interpret a bar graph • Infer information • Summarize	**Task:** • Write an interview about health and exercise habits ***WRITING BOOSTER*** • Punctuation of statements and questions
• Say Welcome back! to indicate enthusiasm about someone's return from a trip • Acknowledge someone's interest with Actually • Decline an offer of assistance with That's OK. I'm fine. • Confirm that an offer is declined with Are you sure? • Use Absolutely to confirm a response • Show enthusiasm with No kidding! and Tell me more	**Listening Skills:** • Listen for main ideas • Listen for details • Infer meaning **Pronunciation:** • The simple past tense ending: regular verbs	**Texts:** • Travel brochures • Personal travel stories • A vacation survey • A photo story **Skills/strategies:** • Activate language from a text • Draw conclusions • Identify supporting details	**Task:** • Write a guided essay about a vacation ***WRITING BOOSTER*** • Time order
• Use Excuse me to indicate you didn't understand or couldn't hear • Use Excuse me to begin a conversation with a clerk • Follow a question with more information for clarification • Acknowledge someone's assistance with Thanks for your help • Respond to gratitude with My pleasure	**Listening Skills:** • Infer the appropriate location • Infer the locations of conversations • Understand locations and directions **Pronunciation:** • Contrastive stress for clarification	**Texts:** • A clothing catalogue • Simple and complex diagrams and plans • A travel blog • A personal opinion survey • A photo story **Skills/strategies:** • Paraphrase • Identify supporting details • Apply information	**Task:** • Write an e-mail or letter explaining what clothes to pack ***WRITING BOOSTER*** • Connecting ideas with because and since
• Use I'm sorry to respond with disappointing information • Use Well to introduce an alternative. • Use I hope so to politely respond to an offer of help • Use Let me check to buy time to get information	**Listening Skills:** • Infer the type of travel service • Understand public announcements • Listen for details • Use reasoning to evaluate statements of fact **Pronunciation:** • Intonation for stating alternatives	**Texts:** • Transportation schedules • Public transportation tickets • Arrival and departure boards • Newspaper articles • A photo story **Skills/strategies:** • Make decisions based on schedules and needs • Critical thinking	**Task:** • Write two paragraphs about trips ***WRITING BOOSTER*** • The paragraph
• Use Well to connect an answer to an earlier question • Use How about ...? to make a financial offer • Use OK to indicate that an agreement has been reached	**Listening Skills:** • Listen for details • Listen for main ideas **Pronunciation:** • Rising intonation for clarification	**Texts:** • A travel guide • A magazine article • Personal travel stories • A photo story **Skills/strategies:** • Draw conclusions • Apply information	**Task:** • Write a guide to your city, including information on where to stay, visit, and shop ***WRITING BOOSTER*** • Connecting contradictory ideas: even though, however, on the other hand

To the Teacher

What is *Top Notch*?

Top Notch is a six-level* communicative course that prepares adults and young adults to interact successfully and confidently with both native and non-native speakers of English.

The goal of the *Top Notch* course is to make English unforgettable through:

- Multiple exposures to new language
- Numerous opportunities to practice it
- Deliberate and intensive recycling

The *Top Notch* course has two beginning levels: *Top Notch* Fundamentals for true beginners and *Top Notch* 1 for false beginners.

Each full level of *Top Notch* contains enough material for 60 to 90 hours of classroom instruction. A wide choice of supplementary components makes it easy to tailor *Top Notch* to the needs of your classes.

**Summit* 1 and *Summit* 2 are the titles of the fifth and sixth levels of the *Top Notch* course. All Student's Books are available in split editions with bound-in workbooks.

The *Top Notch* instructional design

Daily confirmation of progress

Each easy-to-follow two-page lesson begins with a clearly stated communication goal. All lesson activities are integrated with the goal and systematically build toward a final speaking activity in which students demonstrate achievement of the goal. "Can-do" statements in each unit ensure students' awareness of the continuum of their progress.

A purposeful conversation syllabus

Memorable conversation models provide essential and practical social language that students can carry "in their pockets" for use in real life. Guided conversation pair work enables students to modify, personalize, and extend each model so they can use it to communicate their own thoughts and needs. Free discussion activities are carefully crafted so students can continually retrieve and use the language from the models. All conversation models are informed by the Longman Corpus of Spoken American English.

An emphasis on cultural fluency

Recognizing that English is a global language, *Top Notch* actively equips students to interact socially with people from a variety of cultures and deliberately prepares them to understand accented speakers from diverse language backgrounds.

Intensive vocabulary development

Students actively work with a rich vocabulary of high-frequency words, collocations, and expressions in all units of the Student's Book. Clear illustrations and definitions clarify meaning and provide support for independent study, review, and test preparation. Systematic recycling promotes smooth and continued acquisition of vocabulary from the beginning to the advanced levels of the course.

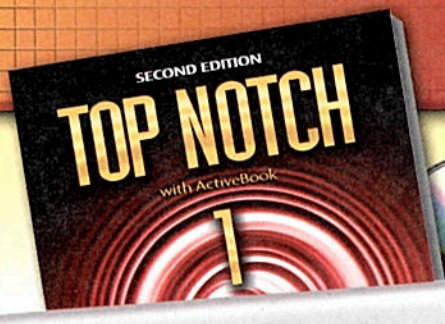
A dynamic approach to grammar

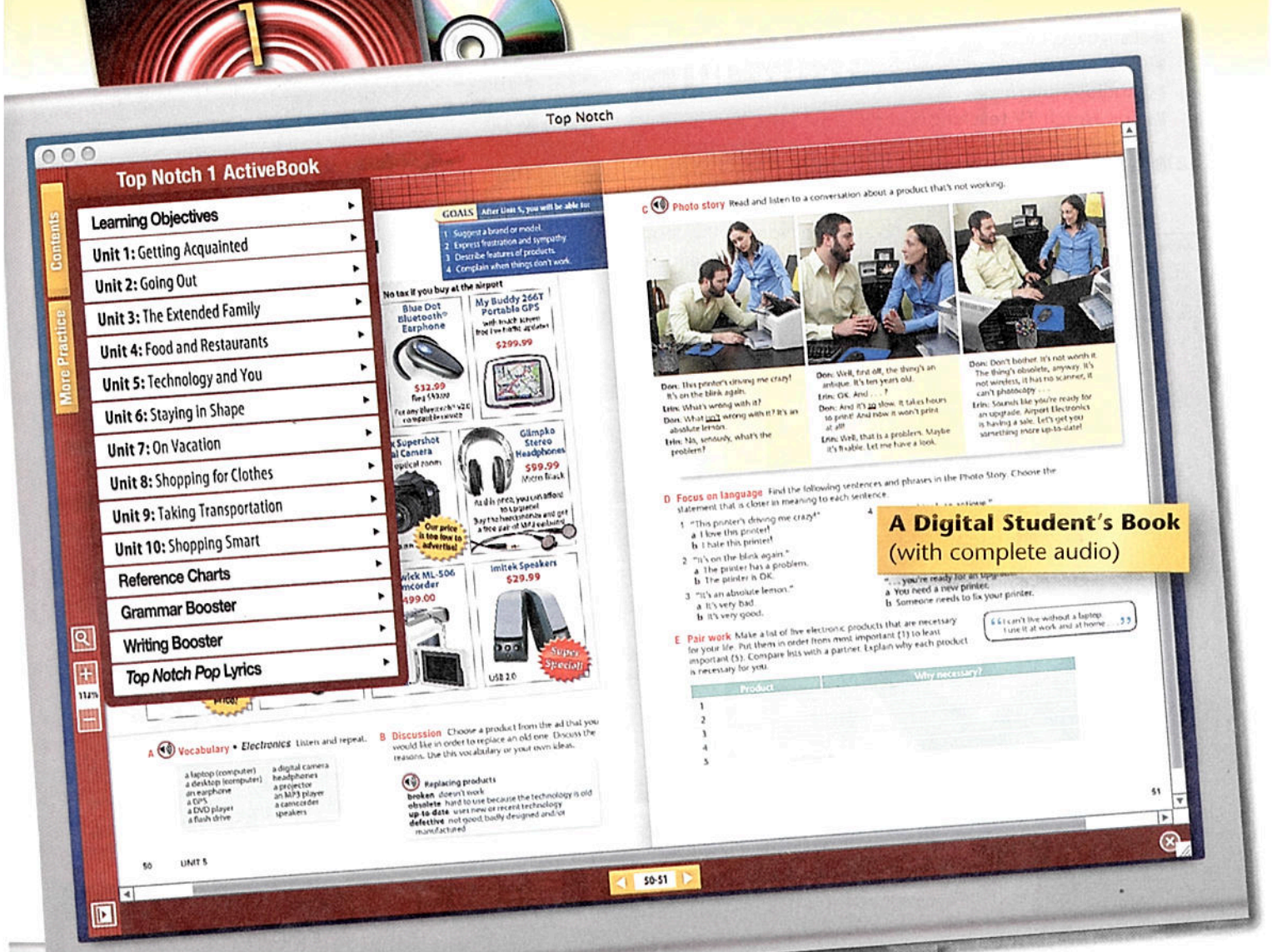
An explicit grammar syllabus is supported by charts containing clear grammar rules, relevant examples, and explanations of meaning and use. Numerous grammar exercises provide focused practice, and grammar usage is continually activated in communication exercises that illustrate the grammar being learned.

A dedicated pronunciation syllabus

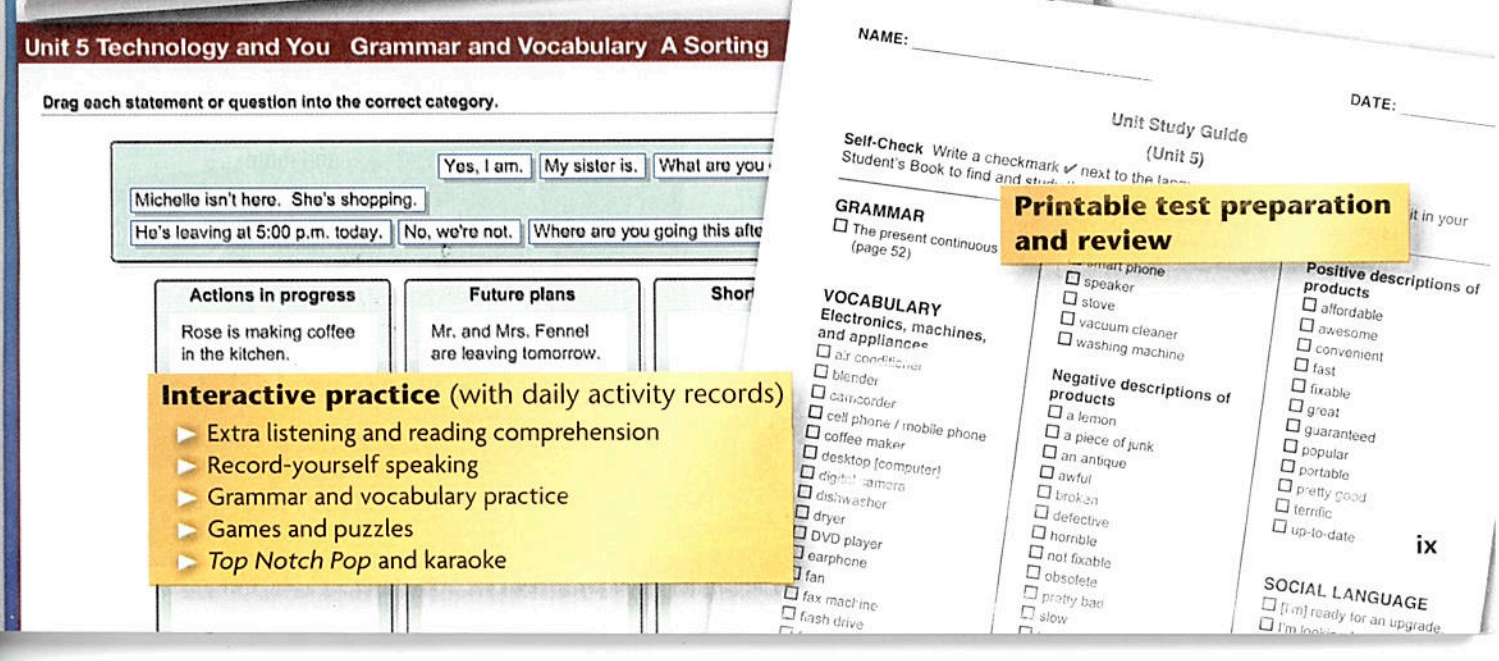
Focused pronunciation, rhythm, and intonation practice is included in each unit, providing application of each pronunciation point to the target language of the unit and facilitating comprehensible pronunciation.

ActiveBook





A Digital Student's Book
(with complete audio)


Unit 5 Technology and You Grammar and Vocabulary A Sorting
Drag each statement or question into the correct category.
Yes, I am.
My sister is.
What are you
Michelle isn't here. She's shopping.
He's leaving at 5:00 p.m. today.
No, we're not.
Where are you going this afte
Actions in progress
Future plans
Rose is making coffee in the kitchen.
Mr. and Mrs. Fennel are leaving tomorrow.

Interactive practice (with daily activity records)

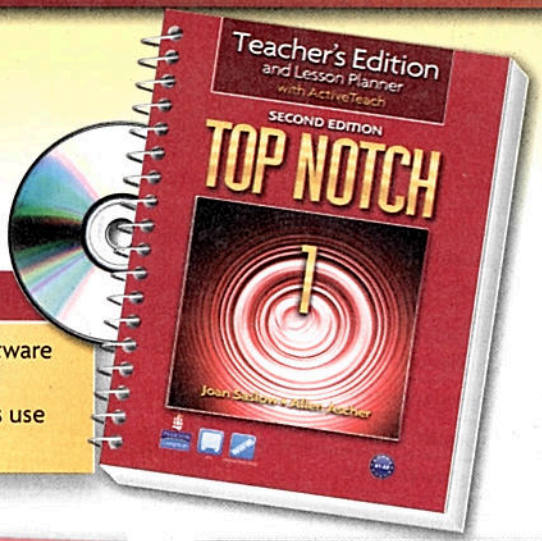
- Extra listening and reading comprehension
- Record-yourself speaking
- Grammar and vocabulary practice
- Games and puzzles
- *Top Notch Pop* and karaoke

Printable test preparation and review

The Teacher's Edition and Lesson Planner

Includes:

- A bound-in Methods Handbook for professional development
- Detailed lesson plans with suggested teaching times
- Language, culture, and corpus notes
- Student's Book and Workbook answer keys
- Audioscripts
- *Top Notch TV* teaching notes



ActiveTeach

- A Digital Student's Book with interactive whiteboard (IWB) software
- Instantly accessible audio and *Top Notch TV* video
- Interactive exercises from the Student's *ActiveBook* for in-class use
- A complete menu of printable extension activities

The Digital Student's Book

With zoom, write, highlight, save and other IWB tools.

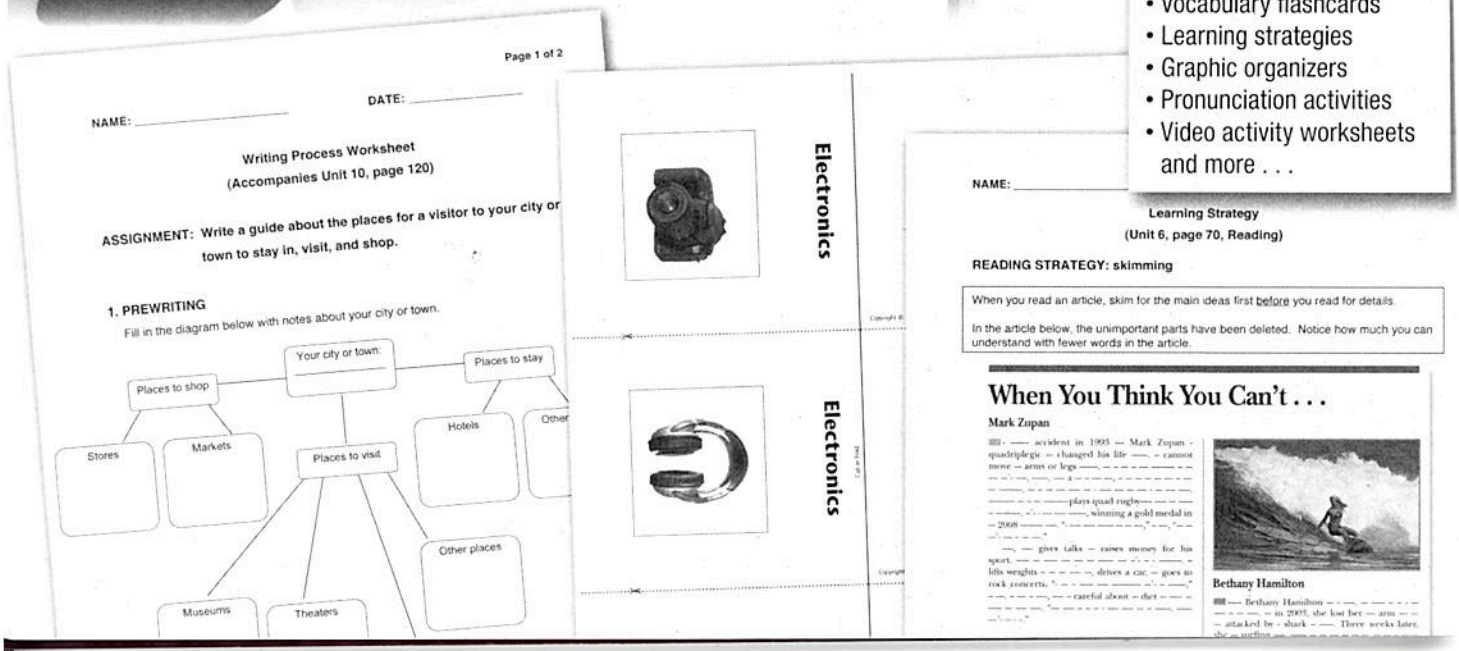
Top Notch TV

A hilarious situation comedy, authenti
unrehearsed on-the-street interviews
and *Top Notch Pop* karaoke.

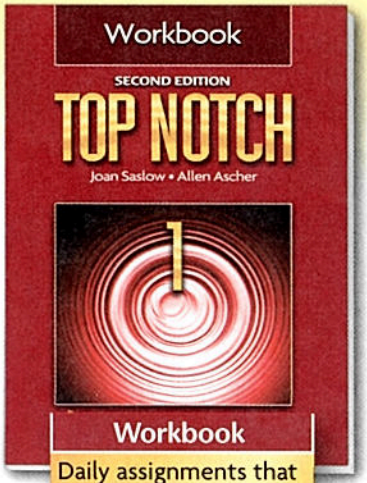
Printable Extension Activities

Including:

- Writing process worksheets
- Vocabulary flashcards
- Learning strategies
- Graphic organizers
- Pronunciation activities
- Video activity worksheets and more . . .

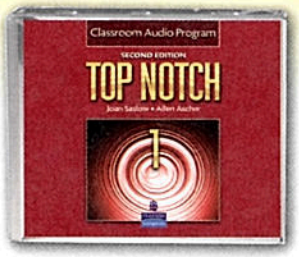

Page 1 of 2
NAME:
DATE:
Writing Process Worksheet
(Accompanies Unit 10, page 120)
ASSIGNMENT: Write a guide about the places for a visitor to your city or town to stay in, visit, and shop.
1. PREWRITING
Fill in the diagram below with notes about your city or town.
Your city or town:
Places to shop
Places to stay
Places to visit
Stores
Markets
Hotels
Other places
Museums
Theaters
Electronics
Electronics
NAME:
Learning Strategy
(Unit 6, page 70, Reading)
READING STRATEGY: skimming
When you read an article, skim for the main ideas first before you read for details.
In the article below, the unimportant parts have been deleted. Notice how much you can understand with fewer words in the article.
When You Think You Can't . . .
Mark Zupan
Bethany Hamilton

Other components



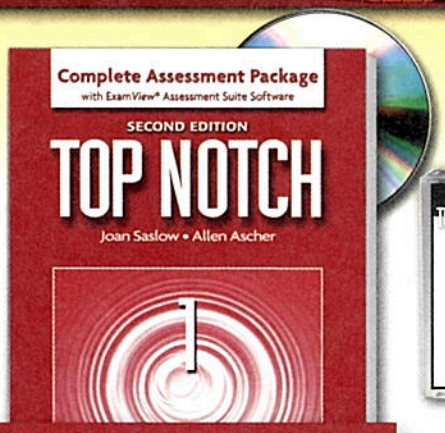
Workbook

Daily assignments that reinforce each lesson.



Classroom Audio Program

Includes a variety of authentic regional and non-native accents.

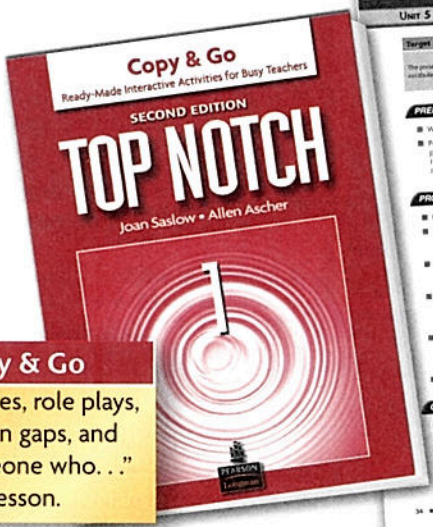


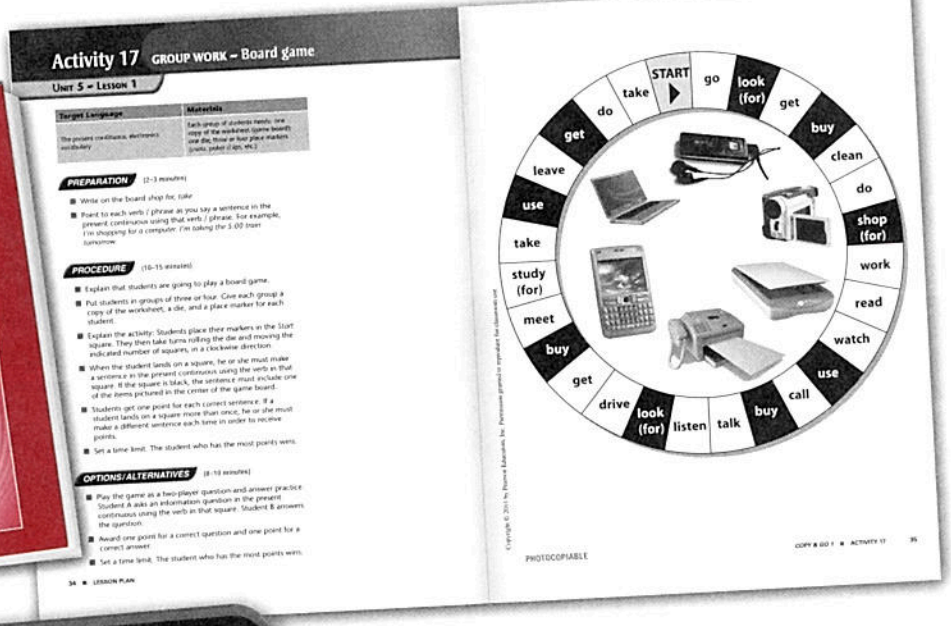
Complete Assessment Package

Ready-made achievement tests. Software provides option to edit, delete, or add items.

Full-Course Placement Tests

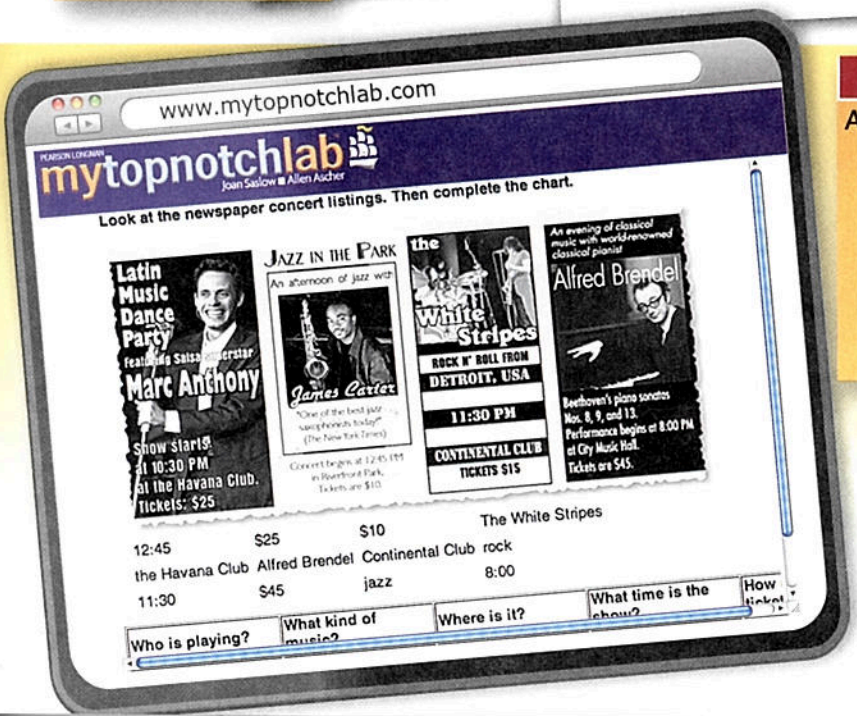
Choose printable or online version.





Copy & Go

Board games, role plays, information gaps, and "find someone who. . ." for every lesson.


www.mytopnotchlab.com
mytopnotchlab
Joan Saslow ■ Allen Ascher
Look at the newspaper concert listings. Then complete the chart.
Latin Music Dance Party
Marc Anthony
Show starts at 10:30 PM at the Havana Club. Tickets: $25
JAZZ IN THE PARK
James Carter
the White Stripes
ROCK N' ROLL FROM DETROIT, USA
11:30 PM
CONTINENTAL CLUB
TICKETS $15
Alfred Brendel
Beethoven's piano sonatas Nos. 8, 9, and 13. Performance begins at 8:00 PM at City Music Hall. Tickets are $45.
12:45 $25 $10 The White Stripes
the Havana Club Alfred Brendel Continental Club rock
11:30 $45 jazz 8:00
Who is playing?
What kind of music?
Where is it?
What time is the show?
How

MyTopNotchLab

An optional online learning tool with:

- An interactive *Top Notch* Workbook
- Speaking and writing activities
- Pop-up grammar help
- Student's Book *Grammar Booster* exercises
- *Top Notch TV* with extensive viewing activities
- Automatically-graded achievement tests
- Easy course management and record-keeping

UNIT 1

Getting Acquainted

Preview

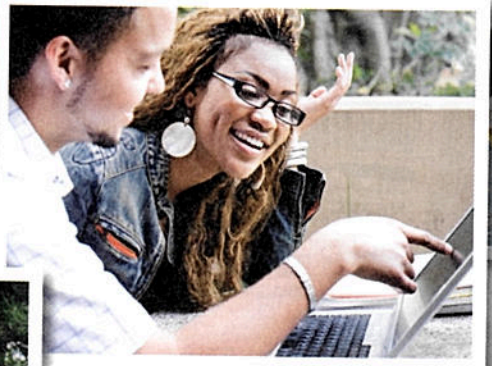
GOALS After Unit 1, you will

1 Meet someone new.
2 Identify and describe people.
3 Provide personal information.
4 Introduce someone to a group.

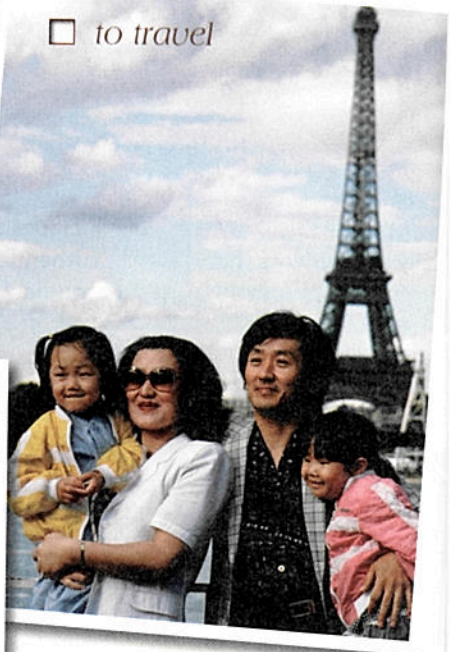
Why are you studying English?

☐ to do business

☐ to study



☐ to travel



☐ to get to know people who don't speak my language

☐ other:

Did You Know?

In 2016, there will be 2 billion English speaker around the world. -from ***English Next*** (British Cou

Please complete the form.

Title: ☐ Mr. ☐ Mrs. ☐ Ms. ☐ Miss

Last/Family Name

First/Given Name

Nationality

Occupation

A Pair work Why are you studying English? Compare reasons with a partner.

B Class survey How many students in your class are studying English . . .

..... to do business?	..... to study?	..... (other reasons)
..... to get to know people?	..... to travel?	

C 1:02 Photo story Read and listen to people getting to know each other.

Susan: I'll bet this is your dad.

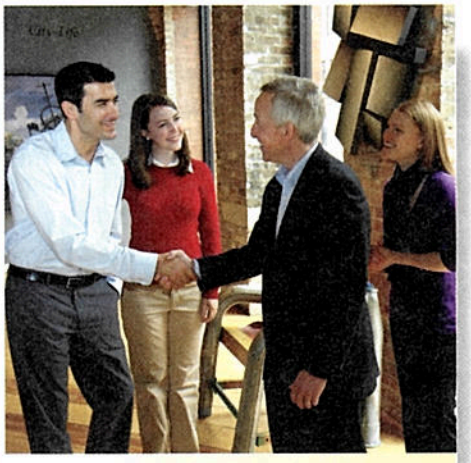
Cara: Yes, it is. Dad, I'd like to introduce you to my friend, Susan Grant.

Sam: It's a pleasure to meet you, Susan. Samuel Pike.

Susan: Great to meet you, too. But please, everyone calls me by my nickname, Suzy.

Sam: And just call me Sam. So, what do you do, Suzy?

Susan: I'm a photographer . . . Oh, I'm sorry. There's my husband . . . Ted, over here!



Ted: Sorry I'm late.

Susan: Ted, this is Cara's dad.

Ted: Oh, how nice to meet you, Mr. Pike!

Sam: Likewise. But please call me Sam.

1:03 **Formal titles**

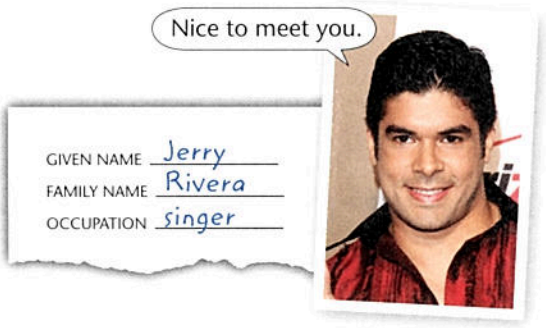
Men	Women
Mr.	Ms. (married or single)
	Mrs. (married)
	Miss (single)

Use titles with family names, not given names.
Ms. Grant NOT ~~Ms. Suzy~~

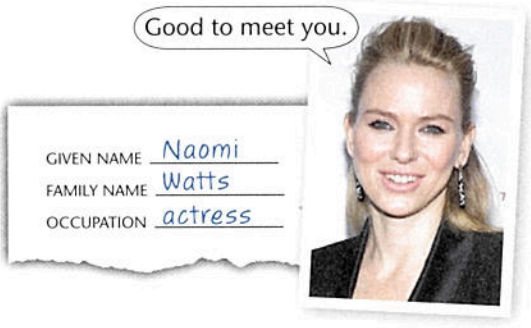
D Focus on language Look at the underlined expressions in the Photo Story. With a partner, find:

1 two expressions you can use when you introduce people.
2 three expressions you can use when you meet someone.
3 three expressions you can use when you don't want to be formal.

E Complete your response to each person.



1 Nice to meet you, too, ...
a Mr. Jerry
b Mr. Rivera
c Ms. Rivera



2 Good to meet you, too, ...
a Ms. Watts
b Ms. Naomi
c Mr. Watts

F Role play Imagine your partner is a famous person. Introduce your partner to the class. Use formal titles.

"I'd like you to meet Jerry Rivera. Mr. Rivera is a singer."

LESSON 1

GOAL Meet someone new

CONVERSATION MODEL

A 1:04 Read and listen to people meeting someone new.

A: Who's that?

B: Over there? I think she's new.

A: Well, let's say hello.

. . .

B: Good morning. I'm Alex, and this is Lauren.

C: Hi. My name's Kathryn Gao. But everyone calls me Kate.

A: Great to meet you, Kate. Where are you from?

C: New York.

B 1:05 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with two partners.

GRAMMAR *Information questions with be: Review*

Who's your teacher?	She's Ms. Nieto.
Who are they?	They're my classmates.
Where's she from?	She's from Argentina.
What city are you from?	We're from Los Angeles.
What's his e-mail address?	It's ted@kr.com [say "ted at k-r-dot-com"]
What are their names?	Andrea and Steven.
How old is your brother?	He's twenty-six.
How old are they?	She's twelve, and her little sister is eight.

Contractions

Who's = Who is	**I'm** = I am	**you're** =
Where's = Where is	**he's** = he is	**we're** =
What's = What is	**she's** = she is	**they're**
	it's = it is	

GRAMMAR BOOSTER ▸ p.

- *Information questions with be: usage and form*
- *Possessive nouns and adjectives (review)*

A Grammar practice Complete the conversations. Use contractions of the verb be when possible.

1 A: ..... that over there?

B: Oh, that's Hasnâ. ..... from Lebanon.

A: ..... she? She looks very young.

B: I think ..... twenty-five.

2 A: Your new neighbor seems nice. ..... his name?

B: His ..... Ricardo.

A: ..... he from?

B: Guatemala.

3 A: ..... they?
B: I think ..... new students.
A: ..... their names?
B: Mieko and Rika.

4 A: It was nice to meet your brothers. ..... they?
B: Greg's only fourteen. But my older brother, David, is twenty-eight.
A: ..... David's occupation?
B: ..... a lawyer.

5 A: I'll call you sometime. ..... your phone number?
B: ..... 555-0296. ..... yours?
A: 555-8747.

6 A: ..... your e-mail address? I'll send you a note.
B: ..... choi23@kr.com.
A: K - r - dot - com? That's interesting. ..... you from?
B: Pusan, Korea. I'm here on business.

B Grammar practice Write at least four information questions for your partner.

Ideas
Who ...?
What ...?
Where ...?
How old ...?

What's your phone number?

C Pair work Now ask and answer your questions.

NOW YOU CAN Meet someone new

A Role play With two partners, personalize the Conversation Model. One of you is new to your class, office, or neighborhood. Meet that person. Then change roles.

A: Who .....?
B: Over there? I think ..... new.
A: Well, let's say hello.
. . .
B: ..... . I'm ....., and this is ..... .
C: ..... . My name's ..... .
A: ..... . Where are you from?
C: ..... .

Be sure to recycle this language.

Introduce people	Greet people	Shift to informality
This is ___.	Great to meet you.	Everyone calls me ___.
I'd like you to meet ___.	It's a pleasure to meet you.	Just call me ___.
I'd like to introduce you to ___.	How nice to meet you!	Please call me ___.

B Change partners Practice the conversation again. Meet other people.

LESSON 2

GOAL Identify and describe people

GRAMMAR *Modification with adjectives: Review*

Adjectives describe nouns and pronouns. They can go after the verb be or before a noun.

Alejandro Sanz is **handsome**. He's a **handsome singer** from Spain.
Tony Leung and Gong Li are **famous**. They're **famous actors** from China.

Use an article before an adjective that modifies a singular noun.

He's **a** great musician. NOT ~~He's great musician~~.

Positive adjectives
beautiful
great
excellent
famous
handsome
wonderful
fantastic
terrific

A Grammar practice On a separate sheet of paper, combine each pair of sentences.

Amy Tan is a writer. She's wonderful.
She's a wonderful writer.

1 Juan Luis Guerra is a singer. He's fantastic.
2 Penélope Cruz is an actress. She's beautiful.
3 Zhong Biao is an artist. He's excellent.
4 Alice Waters is a chef. She's famous.
5 Eric Clapton and Jeff Beck are musicians. They're great.

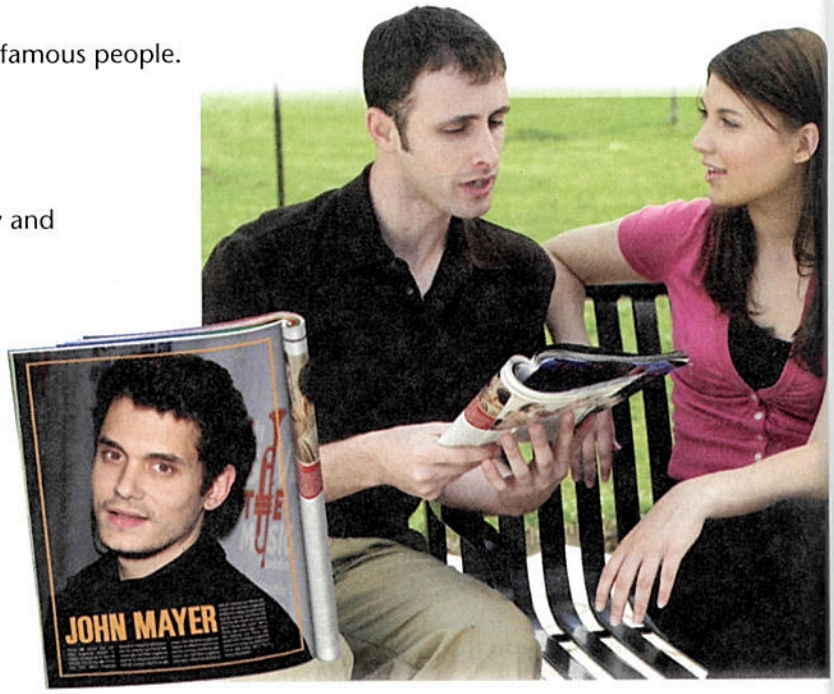
B Now write three sentences about other famous people.

CONVERSATION MODEL

A 1:06 Read and listen to someone identify and describe a person.

A: Hey. Who's John Mayer?
B: You don't know? For real?
A: No. Is he famous?
B: He sure is. He's a great musician.
A: Where's he from?
B: The United States.

B 1:07 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.



GRAMMAR *Yes / no questions and short answers with be: Review*

Are you our teacher?	Yes, I **am**.	No, **I'm not**.
Is she Chinese?	Yes, she **is**.	No, she **isn't**. [No, she**'s not**.]
Is your nickname Josh?	Yes, it **is**.	No, it **isn't**. [No, it**'s not**.]
Are you and Tom students?	Yes, we **are**.	No, we **aren't**. [No, we**'re not**.]
Are they famous?	Yes, they **are**.	No, they **aren't**. [No, they**'re not**.]

Be careful!
Yes, I am. NOT ~~Yes, I'm.~~
Yes, she is. NOT ~~Yes, she's.~~

GRAMMAR BOOSTER ▸ p. 12
- *Yes / no questions: usage and form*
- *Common errors*

A Find the grammar Find two information questions and one yes / no question with be in the Conversation Model on page 6.

B Grammar practice Complete the questions and answers. Use contractions when possible.

1 A: ..... your father a teacher?
B: Yes, ...

2 A: ..... your son an athlete?
B: No, ... an artist.

3 A: ..... this your new address?
B: Yes, ...

4 A: Who ..... those new students? ..... from Canada?
B: No, ... I think ..... from the U.K.

5 A: That's a nice hat! ..... new?
B: No, ...

6 A: ..... you a musician?
B: Yes, ... a violinist.

PRONUNCIATION *Intonation of questions*

A 1:08 Use rising intonation in yes / no questions. Use falling intonation in information questions. Read and listen. Then listen again and repeat.

1 Is this his e-mail address?
2 Are they from Canada?
3 What's his e-mail address?
4 Where are they from?

B Pair work Write three yes / no questions and three information questions with be. Then take turns practicing question intonation.

NOW YOU CAN Identify and describe people

A Look at the famous people. Add information about a famous person you know.

B Pair work Use the information about the people. Change the Conversation Model to practice asking for and providing information about each person. Use your own adjective. Then change roles.

A: Hey. Who's .....?
B: You don't know? For real?
A: No. Is ..... famous?
B: ..... sure is.
A: Where ..... from?
B: ..... .

C Change partners Practice the conversation again. Talk about other famous people.

Javier Bardem
actor (Spain)

Diana Krall
musician (Canada)

Patricia Yeo
chef (U.S.)

Your own famous person

first name .....
last name .....
occupation .....
country .....
adjective to describe the person
.....

LESSON 3

GOAL Provide personal information

BEFORE YOU LISTEN

A 1:09 **Vocabulary** • *Personal information* Read and listen. Then listen again and repeat.

nationality He is originally from India, but his nationality is Canadian. He has a Canadian passport.

birthplace I'm from Mexico City, but it isn't my birthplace. I was born in a beautiful small town called Patzcuaro.

hometown She was born in Seoul, but her hometown is Pusan. She grew up there.

B **Pair work** Ask your partner questions, using the Vocabulary.

"What's your birthplace?"

1:10 **Countries and nationalities**

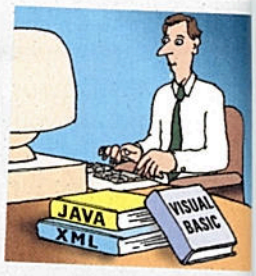
Country	Nationality
I'm from **Japan.**	I'm **Japanese.**
She's from **China.**	She's **Chinese.**
She's from **Canada.**	She's **Canadian.**
They're from **Argentina.**	They're **Argentine**
He's from the **U.K.**	He's **British.**
We're from **Turkey.**	We're **Turkish.**

See page 122 for a more complete list.

LISTENING COMPREHENSION

A 1:11 **Listen for details** Listen to each conversation and write each person's nationality and occupation. Then check yes or no to indicate whether the person has a nickname.

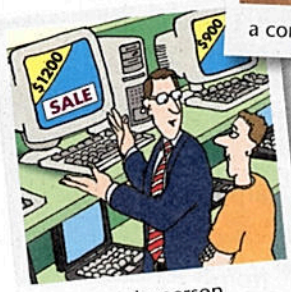
	Nationality	Occupation	Nickname?
1	_____	_____	☐ yes ☐ no
2	_____	_____	☐ yes ☐ no
3	_____	_____	☐ yes ☐ no
4	_____	_____	☐ yes ☐ no



a computer programmer

an interpreter

a graphic designer



a salesperson

B 1:12 **Infer information** Now listen to each conversation again and complete each statement.

1 He grew up in ..... .
a Ankara b London c Izmir

2 Her birthplace is ..... .
a Osaka b Tokyo c Seoul

3 She's originally from ..... .
a Buenos Aires b Montevideo c Santiago

4 His hometown is ..... .
a Chicago b Toronto c New York

NOW YOU CAN Provide personal information

Partner A: Look at the top of the page.
Partner B: Turn your book and look at the bottom of the page.
Ask information questions with be and write the missing personal information.

PARTNER A

If you don't understand, ask:
Could you repeat that?
How do you spell that?

Name: Richard Anderson
Nickname: Rick
Occupation: .....
Nationality: British
Birthplace: .....
Age: .....
E-mail: randy@umail.com.uk

Name: Lucia Alberti
Occupation: .....
Age: 26
Nationality: .....
Hometown: .....
E-mail: alberti.lucia@inet.com.it

Name: .....
Occupation: manager
Age: .....
Nationality: Japanese
Hometown: Kyoto
E-mail: .....

Name: .....
Nickname: .....
Occupation: graphic designer
Nationality: .....
Age: 31
Hometown: .....
E-mail: fp52@vmail.com.ve

PARTNER B

If you don't understand, ask:
Could you repeat that?
How do you spell that?

Name: Riko Ohira
Occupation: .....
Age: 42
Nationality: .....
Hometown: .....
E-mail: rohira@unet.com.jp

Name: Francisco Pastor
Nickname: Paco
Occupation: .....
Nationality: Venezuelan
Age: .....
Hometown: Maracaibo
E-mail: .....

Name: .....
Nickname: .....
Occupation: photographer
Nationality: .....
Birthplace: Liverpool
Age: 24
E-mail: .....

Name: .....
Occupation: writer
Age: .....
Nationality: Italian
Hometown: Rome
E-mail: .....

LESSON 4

GOAL Introduce someone to a group

BEFORE YOU READ

A Warm-up In your life, where do you see or hear English?

B Preview Before you read, search for the word English in the article. Then answer this question: How does each person use English?

READING

1:13

Who Uses English?

Meet Leticia Marques. She works as a financial manager for a Swedish automotive company in Curitiba, Brazil, where she was born and raised. She is single and lives with her parents. "I use English every day," Ms. Marques says. "We use it in most of our e-mails and meetings and for calls to Sweden, the U.S., and France." In her free time, she likes to watch DVDs in English. "It's good for my pronunciation," she says.

This is Yuan Yong Jing, his wife, Zheng Yang, and their son, Yuan Bao. They live in Beijing, China. Mr. Yuan, a manager, is originally from Weihai, a small seaside city in Shandong Province. His wife is a teacher, and their son is a middle-school student. "Our company provides tour guides to foreign businesspeople who visit China, so English is very important for my work," he says. At home, Mr. Yuan enjoys watching English-language TV and listening to English-language radio.

Meet Marcus Stolze, an information technology researcher. Mr. Stolze lives with his wife, Thérèse, and children, Lena and Jan, in Rüti, a small town in Switzerland. Mr. Stolze is originally from Brilon, Germany. Thérèse is an English teacher and speaks four languages. Their children are also multilingual. "At work, we use English a lot because we communicate with people who speak many different languages," he says. "Also, most good books on computing are in English," he adds.

Source: Authentic interviews of real people

A Infer information Complete each statement.

1 ..... are in English at Ms. Marques's company in Brazil.
- **a** E-mails
- **b** Meetings
- **c** Phone calls
- **d** E-mails, meetings, and calls

2 In his work, Mr. Yuan uses English ..... .
- **a** to teach classes
- **b** to help businesspeople
- **c** to watch TV
- **d** to listen to the radio

3 Mr. Stolze probably uses English with people from ..... .
- **a** the United States
- **b** Switzerland
- **c** the United Kingdom
- **d** all over the world

B Scan for facts Complete the information about the people.

	Ms. Marques	Mr. Yuan	Mr. Stolze
Occupation			
Lives in . . .			
Hometown			
Married?	☐ yes ☐ no	☐ yes ☐ no	☐ yes ☐ no

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Introduce someone to a group

A Read the information about each person. Then complete the two paragraphs below.

Name: Evelyne Hsu
Nickname: Effie
Occupation: office assistant
Hometown: Chia-yi, Taiwan
Birthplace: same
Age: 27
Favorite actor: Tony Leung
Favorite sport: swimming
Other: lives in Kaohsiung

This is ....., but everyone calls her ..... . She's ..... years old and she's an ..... . Ms. ..... lives in ....., but she is originally from a city called ..... . Her favorite actor is ....., and her favorite sport is ..... .

Name: José Antonio Méndez
Nickname: Tonio
Occupation: market researcher
Hometown: Celanova, a small town in Spain
Birthplace: Equatorial Guinea (in Africa)
Age: 48
Other: lives in New York, has two children

Meet ..... . He's a ....., and he lives in ..... . Everyone calls him ..... . He's originally from ....., but actually he was born in ..... . Mr. Méndez is ..... years old, and he has ..... .

B Notepadding Interview a classmate. Write his or her personal information on the notepad.

Name:
Nickname:
Occupation:
Hometown:
Birthplace:
Age:
Favorite actor:
Favorite sport:
Other:

C Group work Introduce your partner to your classmates.

Be sure to recycle this language.

This is ___ .
I'd like you to meet ___ .
I'd like to introduce you to ___ .
Everyone calls her / him ___ .
His / her nickname is ___ .
___ is originally from ___ .
His / her hometown is ___ .
His / her favorite ___ is ___ .

Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listeni
reading · speaking · pronunci

A 1:14 **Listening comprehension** Listen to the conversations. Then listen again and write each person's occupation and nationality.

	Name	Occupation	Nationality
1	George Detcheverry		
2	Sonia Pereira		
3	Mark Zaleski		
4	Marjorie Baxter		

Polish
French
Brazilian
Australian

B Complete each statement.

1 We're from (China / Chinese).
2 He's (Australia / Australian).
3 She's from (Italy / Italian).
4 My friend is (Uruguay / Uruguayan).
5 We're from (Japan / Japanese).
6 They're (Chile / Chilean).
7 My neighbors are from (Korea / Korean).
8 We're (Mexico / Mexican).

C Complete each conversation in your own way. (You don't need to give real information.)

1 "What city are you from?"
YOU ..... .
2 "What's your e-mail address?"
YOU ..... .
3 "Are you a teacher?"
YOU ..... .
4 YOU ..... ?
"I'm from Canada."
5 YOU ..... ?
"I'm a graphic designer."
6 YOU ..... .
"Great to meet you, too."

D **Writing** On a separate sheet of paper, write a short description of the classmate you interviewed on page 11. Include the following information.

- first and last name
- age
- occupation
- hometown
- birthplace

1:15/1:16 **Top Notch Pop**
"It's Nice to Meet You"
Lyrics p. 149

My partner's first name is Peter. His last name is Hughes. He is twenty...

WRITING BOOSTER ▸ p. 142
- *Capitalization*
- *Guidance for Exercise D*

ORAL REVIEW

Pair work

1 Create a conversation for the people in Picture 1. Start like this:

Who's Ricky Martin?

2 With a partner, invent personal information for the people in Picture 2. Then create a conversation for them.

Contest Form teams. Create questions for another team about the web page, using the verb be. (A team gets one point for each correct question and one point for each correct answer.) For example:

What's his nickname?

Celebrity Screens

Web page of the rich and famous

the news | who's who and what's what | the rich and famous › | forum | guestbook

the rich and famous/ricky martin ›

Ricky Martin: the facts!

Biography

real name: Enrique Martín Morales
occupation: singer and actor
marital status: single
birth date: December 4, 1971
birthplace: San Juan, Puerto Rico

Other information

favorite food: Cuban and Italian
favorite actor: Robert De Niro

1

2

NOW I CAN...

- ☐ Meet someone new.
- ☐ Identify and describe people.
- ☐ Provide personal information.
- ☐ Introduce someone to a group.

UNIT 2

Going Out

Preview

GOALS After Unit 2, you will

1. Accept or decline an invitation
2. Express locations and give dir
3. Make plans to see an event.
4. Talk about musical tastes.

A Look at the online music store site. Do you download music from the Internet? Why or why not?

B 1:17 **Vocabulary** • *Genres* Listen and repeat.

C **Pair work** Tell your partner what you would click on first. Explain why.

D **Discussion** Which is better—buying a CD in a store or downloading music from the Internet? Explain your answer.

E 1:18 Photo story Read and listen to a conversation about music.

Meg: Hey. What's up?
Sara: Not much. Just downloading some new songs.
Meg: Downloading? That's not for me! Too much trouble. How about some live music tonight?
Sara: Sounds good. Where?

Meg: Klepto's playing at midnight at the Spot. Would you like to go?
Sara: At midnight? Sorry. That's past my bedtime.
Meg: Well, River T's there, too. They're playing at 8:00.
Sara: River T—the R&B group? Now that's more my style. I'm a real R&B fan.

Meg: Perfect! Meet you in front of the club at 7:45?
Sara: See you there!

F Focus on language Choose the underlined word or expression from the Photo Story with the same meaning:

1 That's too late for me.
2 Great!
3 music in a concert
4 What are you doing?
5 I like that better.
6 I don't like that.

G Think and explain Choose an answer. Use a quotation to explain your answer.

1 What's Sara doing?
a getting music from the Internet
b buying tickets for a concert on the Internet

> "Sara says, 'Just downloading some new songs.'"

2 What does Meg want to do?
a download music from the Internet
b go to a concert

3 Which woman doesn't like to go to sleep late?
a Sara
b Meg

4 When and where are they going to meet?
a at midnight at River T
b at the club before the show

H What kinds of music do you like? Number the music genres in order, making number 1 your favorite.

..... salsa	..... rock	..... hip-hop
..... movie soundtracks	..... classical	..... jazz
..... pop	..... reggae	..... other .....

I Class survey Compare your choices. Which genres do most classmates like?

> "Who chose rock as their favorite?"

an electric guitar

LESSON 1

GOAL Accept or decline an invitation

CONVERSATION MODEL

A 1:19 Read and listen to an invitation to a movie.

A: Are you free on Saturday? *Batman* is at the Movie Center.
B: Really? I'd love to go. What time?
A: At noon.
To decline . . .
B: Really? I'd love to go, but I'm busy on Saturday.
A: Too bad. Maybe some other time.

B 1:20 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR

Prepositions of time and place; Questions with When, What time, and Where: Review

Prepositions of time

When's the concert? What time's the play? It's . . .

on	in	at
on Saturday	in March	at 8:30
on June 7th	in 2009	at noon
on Monday, May 3rd	in the summer	at midnight
on Tuesday morning	in the morning	
	in ten minutes	

Contractions
When's = When is
What time's = What time
Where's = Where is

Prepositions of place

Where's the play? It's . . .

on	in	at
on Fifth Avenue	in Mexico	at the Film Forum
on the corner	in Osaka	at work
on the street	in the park	at school
on the left	in the neighborhood	at the art gallery

GRAMMAR BOOSTER ▸ p.
- *Prepositions of time and place usage*

Grammar practice Complete the e-mail message with prepositions of time and place.

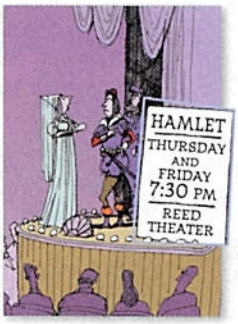
From:	jjlove@meltdown.net
To:	bonnie@vmail.com
Subject:	Salsa dance concert

Hi, Bonnie: Are you busy ____ Tuesday evening? There's a salsa dance concert right near your office ____ the Mellon Exhibit Space. Sounds like something really special with dancers from all over the world. It starts ____ 8:30. I'll be ____ work until 6:00, but I could meet you ____ 6:15 or 6:30 ____ the corner of Grand and Crane. We could have something to eat before the concert. What do you think? —JJ

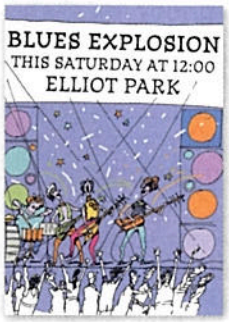
VOCABULARY *Entertainment and cultural events*

A 1:21 Read and listen. Then listen again and repeat.

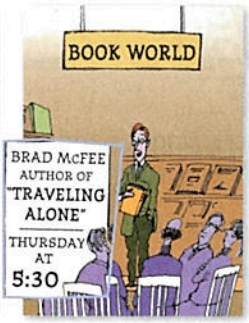
a movie / a film



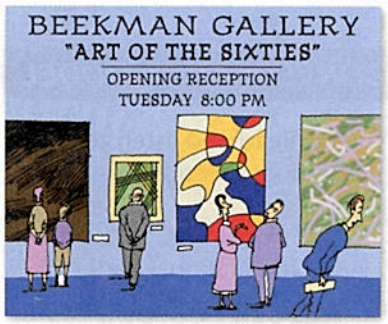
a play



a concert



a talk / a lecture



an art exhibit

B Pair work Ask and answer questions about the events in the pictures above. Use When, Where, and What time.

"Where's the talk?"

"It's at Book World."

C 1:22 **Listening comprehension** Listen to the conversations and complete the chart.

	Kind of event	Time of event	Does the person want to go? (Write yes, no, or maybe.)
1			
2			
3			
4			

D 1:23 Listen to the conversations again. Match the event and the place.

..... 1 *Agamemnon*	a at the Cinema Center
..... 2 the Boston Symphony Orchestra	b at the City Nights Bookstore
..... 3 *Bus Stop*	c at the Theater in the Circle
..... 4 Nick Hornby	d at the Festival

NOW YOU CAN Accept or decline an invitation

A Pair work Change the Conversation Model. Use these events or other events. Decide to accept or decline. Then change roles.

A: Are you free .....? ..... is at ..... .

B: Really? . . . .

Don't stop!
If you decline, suggest a different event.

Be sure to recycle this language.

That's past my bedtime.
That's not for me.
That's more my style.

This Week's Entertainment

MOVIES	***Red Sunset*** The Cine Lux, Sat./Sun. 8:55 P.M.
MUSIC	***The Soul Brothers*** The Supermarket, Fri. Midnight
TALKS	***John Grisham, writer*** Book Town, Mon. 8:00 P.M.
PLAYS	***Romeo and Juliet*** The Bridge Theater, Every night 7:30 P.M.

B Change partners Practice the conversation again. Use different events.

LESSON 2

GOAL Express locations and give directions

CONVERSATION MODEL

A 1:24 Read and listen to someone asking for and getting directions.

A: Excuse me. I'm looking for the National Bank.

B: The National Bank? Do you know the address?

A: Yes. It's 205 Holly Avenue.

B: Oh. Walk to the corner of First and Holly. It's right around the corner, across from the museum.

Or if you don't know . . .

B: The National Bank? I'm sorry. I'm not from around here.

A: Thanks, anyway.

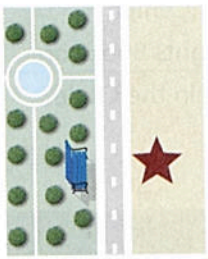
B 1:25 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

VOCABULARY *Locations and directions*

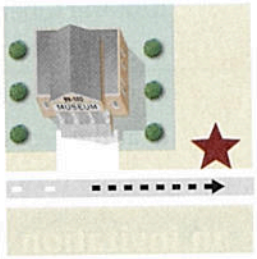
A 1:26 Read and listen. Then listen again and repeat.

Locations Where is the ____?

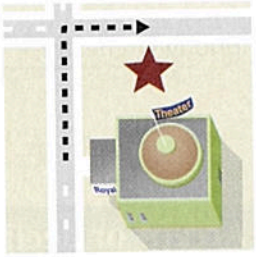
It's **on the right side** of the street.



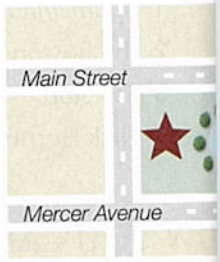
It's **across from** the park.



It's **down the street from** the museum.

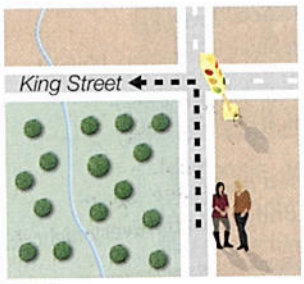


It's **around the corner from** the theater.

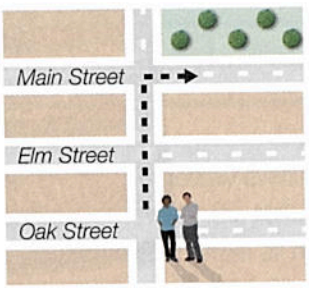


It's **between** Main (St **and** Mercer (Avenu

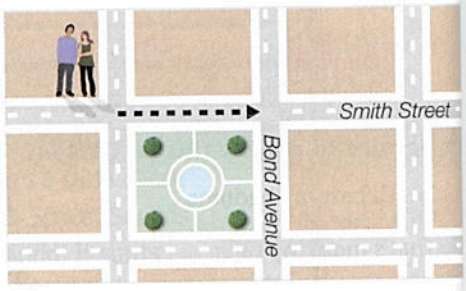
Directions How do I get to the ____?



Turn left at the corner / **at** the light / **on** King Street.

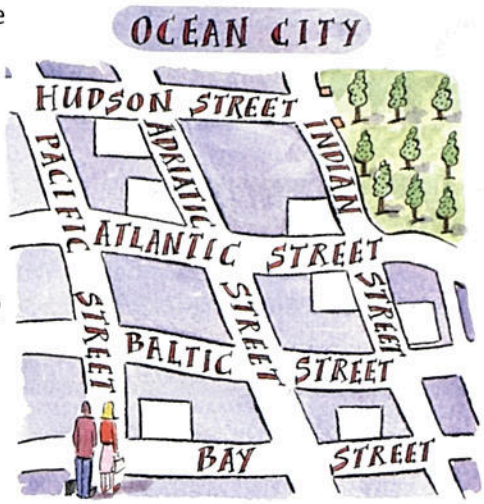


Go / Walk / Drive **two blocks and turn right**.



Go / Walk / Drive **to the corner of** Smith (Street) **and** Bond (Avenue).

B 1:27 **Listening comprehension** Listen to the conversations and write the number of each place the people talk about on the map. (Be careful: There are three places but seven boxes.)



C Pair work Use the vocabulary of location to tell your partner where you live.

> "My house is on Grove Street, between Dodd Street and Park Street."

PRONUNCIATION *Rising intonation to confirm information*

A 1:28 Repeat information with rising intonation to be sure you understand. Read and listen. Then listen again and repeat.

A: Where's the library?
B: The library?

A: Let's meet at the mall.
B: The mall?

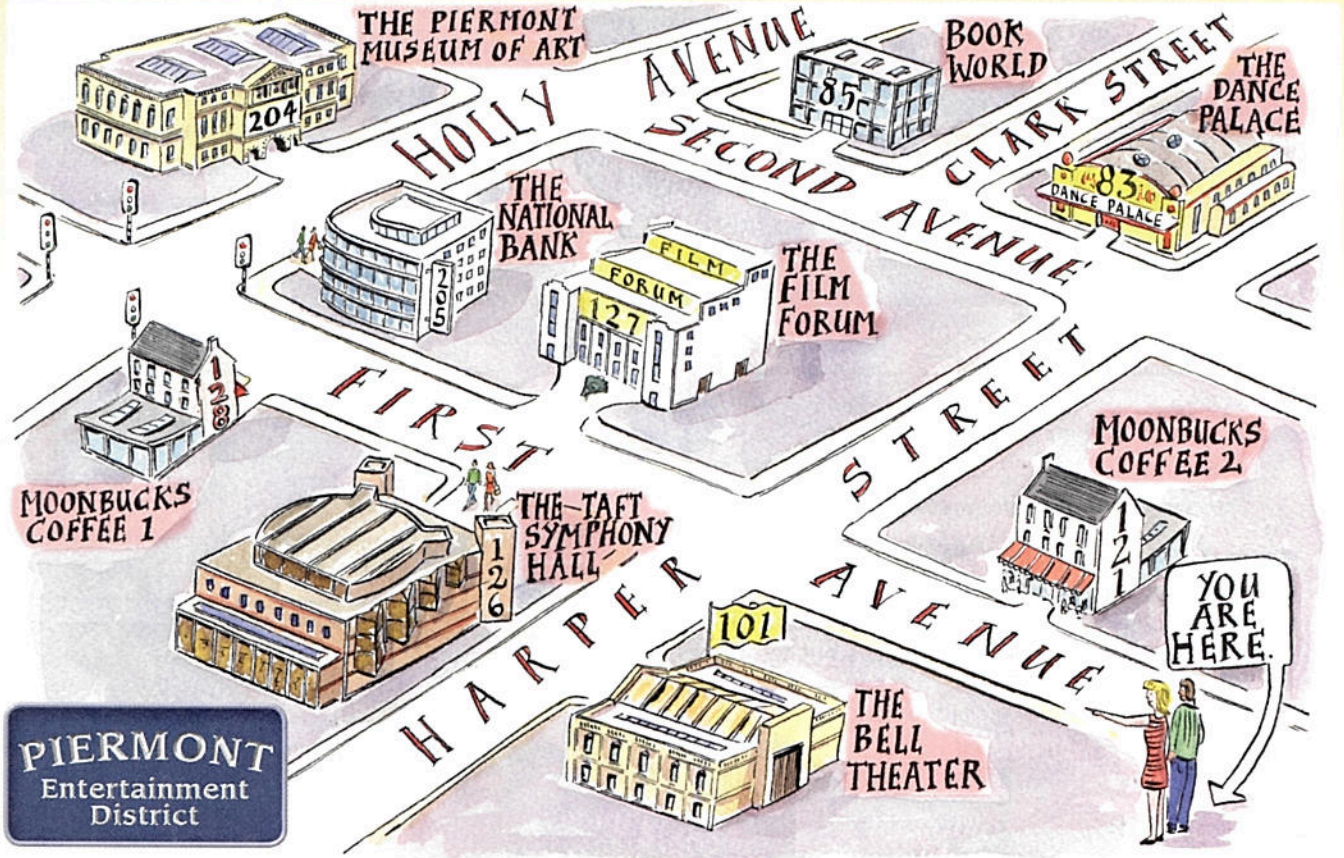
B Pair work Talk about two other places to practice confirming information.

NOW YOU CAN Express locations and give directions

A Pair work Use the Vocabulary and the Piermont map (or a map of your own town or neighborhood) to change the Conversation Model. Then change roles.

A: Excuse me. I'm looking for ..... .
B: .....? Do you know the address?
A: Yes. It's ..... .
B: Oh. ..... .

Don't stop!
Ask about other locations.



B Change partners Ask about other locations and give directions.

LESSON 3

GOAL Make plans to see an event

BEFORE YOU LISTEN

Preview Look at the tickets below. What kinds of events are included in the Kingston Culturefest?

LISTENING COMPREHENSION

A 1:29 **Listen for details** Listen to people calling the Kingston Culturefest. Look at the tickets. Then listen again and complete the information in the boxes.

1

Culture fest KINGSTON

Classic Film Series

Date: May ____ **Time:** ____ P.M.

Location: Lamont Theater ____ 66th Street

Price: $ ____

Event: *Nice to Meet You* and *The 39 Steps*

2

Culture fest KINGSTON

Date: May ____ **Time:** ____ P.M.

Location: Natural History Museum at 110 Greenway

Price: free

Event: History of Latin Music Lecture/Concert

Seat: ____

3

Culture fest KINGSTON

Date: May ____ **Time:** 7:30 P.M.

Location: Kingston Concert Hall
3600 Central Avenue

Event: Ludacris Hip-Hop Series

Price: $ ____ **Seat:** ____

Price: $ ____ **Seat:** ____

4

Culture fest KINGSTON

Date: May ____ **Time:** ____ P.M.

Location: Kingston Gallery ____
260 Central Avenue

Price: $ ____

Event: *The Lion King* **Seat:** 10a

Event: *The Lion King* **Seat:** 10b

5

Culture fest KINGSTON

Date: May 9 **Time:** ____ P.M.

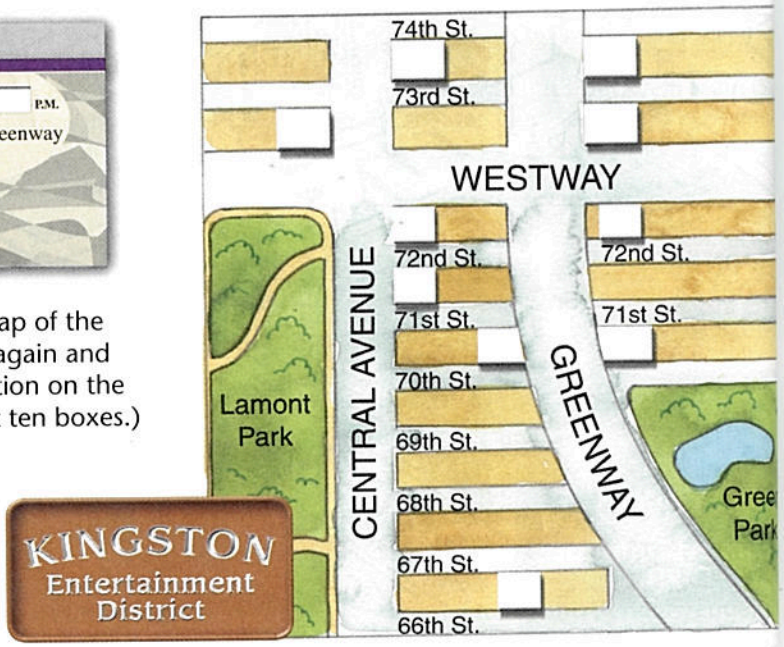
Location: Kingston Gallery ____ at 109 Greenway

Price: $ ____

Event: Picasso: His Life and Art

Seat: 7G

B 1:30 **Listen for locations** Look at the map of the entertainment district of Kingston. Listen again and write the number of each place in its location on the map. (Be careful: There are five places but ten boxes.)



NOW YOU CAN Make plans to see an event

A Notepadding Read about all the events for the week of May 6–12 below and on the tickets on page 20. Choose events you'd like to see. Write those events, times, and places on the notepad.

Event	Day / Date / Time	Place

Kingston Post

THIS WEEK at the **KINGSTON Culture fest**

MAY

MON	TUES	WED	THURS	FRI	SAT	SUN
6	7	8	9	10	11	12

HIGHLIGHTS

THEATER

Neil Simon's classic comedy
Barefoot in the Park
Lamont Theater

Tuesday to Friday 8:00 P.M.
Tkts: Balcony from $65
Orchestra from $85

The Indian Ink Theatre Company
The Dentist's Chair

"*A Serious Play For Serious Theatergoers*"

Kingston Gallery 2
Friday and Saturday 8:00 P.M.

TALKS / LECTURES

Global Warming: How It Changes Our World

Al Gore (former vice president of the U.S. and winner of the Nobel Prize)
Tuesday 6:30 P.M. and 9:00 P.M.
Natural History Museum
Free!

GALLERY TALK
The History of Art
Series of Six Lectures

This week: Greek and Roman art with art exhibit included.
Janetta Rebold Benton

Monday and Thursday 7:45 P.M.
Kingston Gallery 2
Members' price: $5.00
General admission: $12.00

CONCERTS

Vanessa-Mae, violinist
Vanessa-Mae will play the Tchaikovsky Violin Concerto in D Major with the New York Philharmonic Orchestra

Also: Johann Sebastian Bach's *Toccata and Fugue in D Minor*
Kingston Concert Hall
Wednesday and Saturday: 8:00 P.M.
Sunday: 2:00 P.M. (matinee)
Tkts: $50 (students $25)

GALLERY JAZZ
Cassandra **Wilson**

Singer, songwriter, producer sings from her new album *Loverly*, featuring "Dust my Broom."
Kingston Gallery 2
Tuesday, Wednesday, and Friday 10:00 P.M.
late show: **12:30 A.M.** Tkts: $23

B Pair work Compare the events you'd like to see. Make plans to see one or more of the events together. Use the map on page 20.

Be sure to recycle this language.

Invite
Are you free / busy on ___?
There's a [play] at ___.
Would you like to go?

Ask for information
How about ___?
What time's the ___?
Where is it?

Accept and decline
I'd love to go.
See you at ___.
I'd love to go, but ___.
Maybe some other time.
That's past my bedtime.
I'm [not really] a ___ fan.
That's not for me.
That's more my style.

Locations / Directions
It's across from the ___.
It's around the corner from the ___.
It's on the ___ side of the street.
It's between ___ and ___.
Turn left at ___.
Go (Walk / Drive) to ___.

LESSON 4

GOAL Talk about musical tastes

BEFORE YOU READ

A Warm-up In what ways is music important to you?

B Preview Read the question at the beginning of the article and the first sentence in each answer. What do you think "musical tastes" are?

READING

1:31

What are your musical tastes?

▶ My favorite genre is alternative rock. I love live concerts. I once saw Metallica and Foo Fighters live in New York. They were awesome. I also like to listen to music when I travel. I just load my mini MP3 player with lots of songs and carry it with me. At home, I like the music channels on TV. I also enjoy music videos and often search for them on the Internet.

Damir Rudic
Systems administrator, IT, Banja Luka City, Bosnia and Herzegovina

▶ I'm a big music fan. I'm into all kinds of music—pop, R&B, jazz, classical—you name it. When I'm really stressed out, classical music helps me relax. I also like to play "oldies" and sing along really loud! In the past, I collected CDs, but now I just buy songs on the Internet. It's really convenient because you don't have to change CDs! I just download the files onto my MP3 player.

Moon-Jeong Curie Lim
Marketing manager, Seoul, Korea

▶ I listen to music on my commute and at home after work. I've got plenty of time to listen because I listen while I do other things, like reading, checking e-mail, or hanging out with friends. I love to see rock bands live, but sometimes I prefer CDs because the sound quality is better. I download music and I pay about one U.S. dollar per song, but even at that price I could never buy all the music I want to listen to!

Adam Klagsbrun
Sales representative, New York, USA

Source: Authentic interviews of real people

A Identify supporting details Read the interviews again. Circle T for true or F for false about each statement. Find details in the text to support your answers.

T F **1** Mr. Rudic likes music videos. He says: .....

T F **2** Mr. Rudic only listens to music at home. He says: .....

T F **3** Ms. Lim buys lots of CDs in stores. She says: .....

T F **4** Mr. Klagsbrun always prefers live concerts to CDs. He says: .....

B Make personal comparisons Who are you like: Mr. Rudic, Ms. Lim, or Mr. Klagsbrun? Explain how.

> "I'm like Adam Klagsbrun. I listen to music while I do other things."

NOW YOU CAN Talk about musical tastes

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

A Frame your ideas Fill out the survey about your musical tastes.

MUSIC IN YOUR LIFE TAKE THE SURVEY!

1. Are you a music fan?
○ yes ○ no

2. What's your favorite kind of music?
○ rock ○ pop ○ classical
○ jazz ○ R&B ○ rap / hip-hop
○ Latin ○ folk ○ other .....

3. Who are your favorite artists?
.....
.....
Why? .....
.....

4. When do you listen to music?
○ when I study ○ when I drive
○ when I work ○ all the time
○ other .....

5. Do you go to concerts?
○ often ○ sometimes ○ never
If so, what's your favorite kind of concert?
.....

6. How do you listen to music?
○ on CDs ○ on the Internet
○ on the radio ○ on music videos
○ on MP3s ○ on TV music channels
○ on cassettes ○ other .....

7. How many CDs do you own?
○ none ○ 1–50 ○ 50–100 ○ 100–200
○ more than 200
What kinds of music? .....
.....

B Pair work Compare surveys with a partner. Summarize your answers and your partner's answers on the notepad.

About me	About my partner
I'm a hip-hop fan.	Her favorite music is hip-hop, too.

C Discussion Now use the notepad to tell the class about your musical tastes.

> "My partner and I are really into music. We're both hip-hop fans."

Text-mining (optional)
Underline language in the Reading on page 22 to use in the Discussion. For example:
"I'm into ___ ."

Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listeni
reading · speaking · pronunci

A 1:32 **Listening comprehension** Listen to the conversations about entertainment and cultural events. Complete the chart with the kind of event and the time of the event.

	Kind of event	Time of event
1		
2		
3		

B 1:33 Look at the chart and listen again. Circle the event if the person accepts the invitation.

C Complete each conversation, based on the picture.

1

A: There's a great ..... at the City Theater.
B: ..... 's the show?
A: Eight o'clock.

2

A: I'm sorry I'm late. This ..... is awesome. What time did it start?
B: ..... 6:30. Don't worry. You didn't miss much.

3

A: Hello?
B: Hi. I'm calling from the Beekman Gallery. There's an ..... of paintings from France.
A: Sounds great! Meet you there ..... fifteen minutes?

4

A: Are you free ..... Mond evening? Dr. Benson is g a ..... on the nati plants of the desert. Do y want to go?
B: That depends. ..... tim
A: It's ..... 7:00.

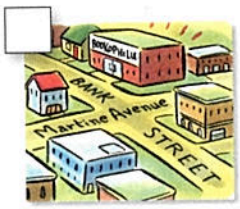
D Unscramble the following sentences. Then match the sentences with the pictures. Write the number on the picture.

1 on Martine The bookstore Avenue Street is corner of and the Bank
.....

2 8:00 Saturday The exhibit is on August 3 at P.M.
.....

3 around the street The movie is the theater corner and down
.....

4 corner The house is around the street and across the
.....



E **Writing** On a separate sheet of paper, write at least five sentences about yourself and your tastes in music.

My name is Kazu Sato. I'm from Nagoya. I'm a classical music fan. I love Mozart...

WRITING BOOSTER ▸ p. 142
- *The sentence*
- *Guidance for Exercise E*

1:34/1:35 **Top Notch Pop**
"Going Out"
Lyrics p. 149

ORAL REVIEW

Contest Form teams. Study the ads for one minute. Then close your books. With your team, name all the events you can remember. (Your team gets one point for each correct event.)

Pair work Create conversations for the two people.

1 Ask and answer questions about the ads.
Use Where, When, and What time. For example:

Q: Where's the lecture?
A: It's . . .

2 Discuss the ads. Make plans, suggestions, and invitations. Discuss your likes and dislikes.

The Journal News- October 22

Today's Entertainment

B16

The House on the Other Side of the Street

"AWESOME . . . YOU WON'T SLEEP FOR A WEEK" - Newstime
"Don't bring the kids." - Theodore Roper

PLAZA THEATER
237-FILM 10:25 P.M. 1:00 A.M.

MOVIES

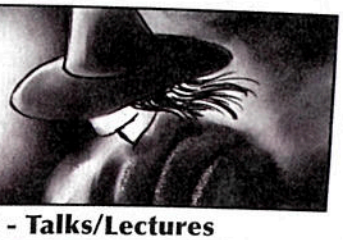
In a world where anything could happen, at any time . . .

"A hilarious spoof of airport culture"
Alizia Compton, *Today's Arts* Magazine

Do You Have Any Liquids?
Mama Cruz Rachel Weldon
CinePlex 2
5:25, 7:05, 9:30

PLAYS

Wicked
Hill Street Theater
660 North Main
8:30 P.M.



MUSIC

Nora Jones
singer / songwriter
TODAY ONLY
City Limits Jazz Club
9:30 P.M.

The China Philharmonic Orchestra with The Shanghai Opera House Chorus
Mozart's Requiem
Symphony Hall, 8:00 P.M.

OTHER EVENTS - Talks/Lectures

James M Cowan
A Plan for Everyday Life
Lecture, discussion, book signing
Books and Other Precious Things
400 Jackson Street 6:45 P.M.

NOW I CAN...

- ☐ Accept or decline an invitation.
- ☐ Express locations and give directions.
- ☐ Make plans to see an event.
- ☐ Talk about musical tastes.

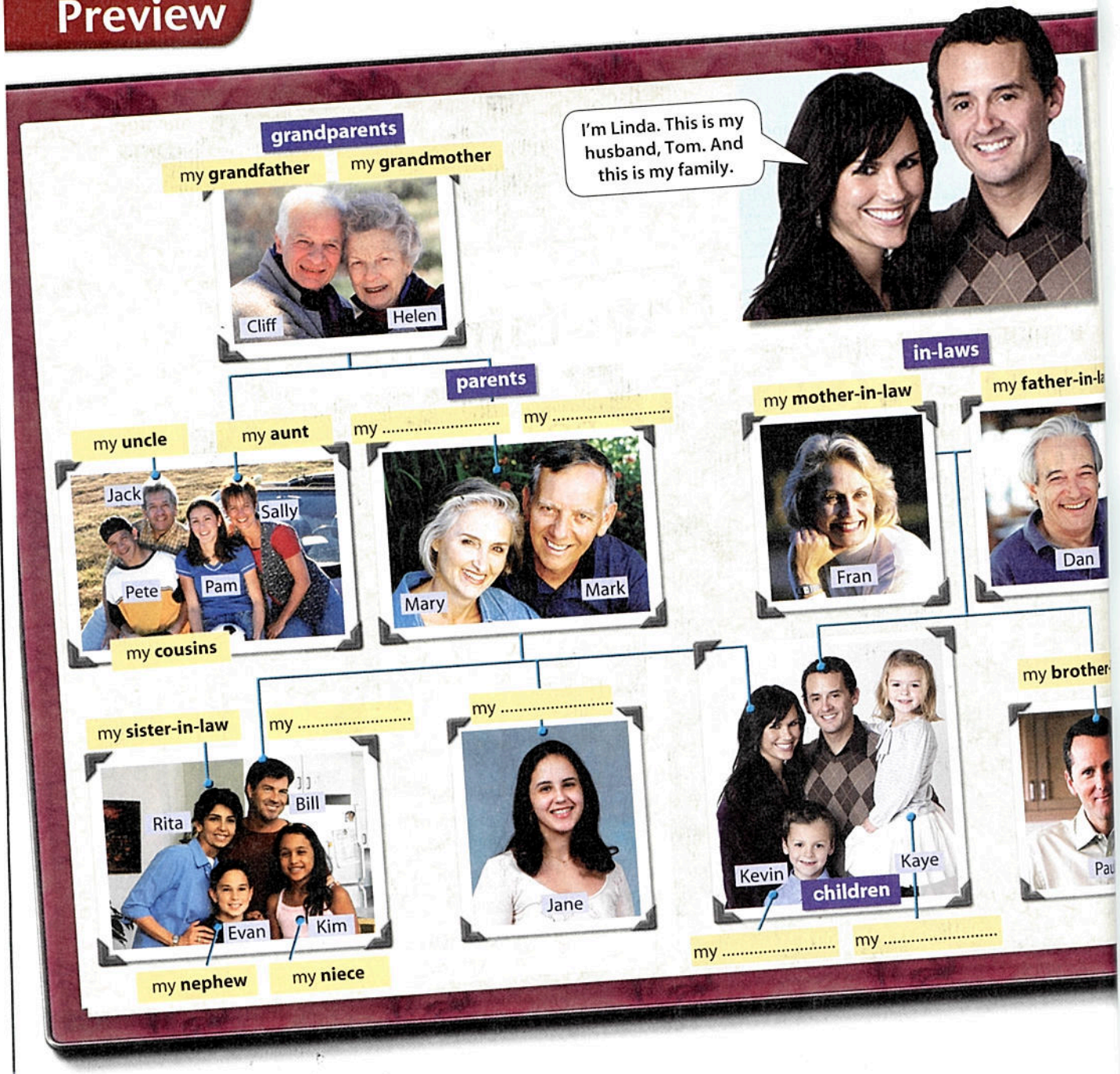
UNIT 3

The Extended Family

Preview

GOALS After Unit 3, you w

1 Report news about relation
2 Describe extended families
3 Compare people.
4 Discuss family cultural trad



A Look at Linda's photo album. Fill in the missing words in the yellow boxes.

B 2:02 **Vocabulary** • *The extended family*
Listen and repeat.

C Pair work Ask and answer questions about Lin relatives. Use Who.

"Who's Bill's wife

"

"Who are Mary and Mark?"

"They're Tom's in-laws."

D Photo story

2:03 Read and listen to two women discussing family photos.

Anna: Who's that guy? Your brother?

Jane: No, that's my brother-in-law, David. He's married to my older sister, Laura. And this is their son, Michael. He's adopted.*

Anna: Do they have any other children?

Jane: Just the one. He's an only child.

Anna: Looks like they're having a great time in New York.

Jane: Actually, they live there.

Anna: They do? Wow! How often do you see them?

Jane: About twice a year.

Anna: And what about these kids?

Jane: They're my younger sister's. Vicky's the girl. And these are her little brothers, Nick and Alex.

Anna: Nick and Alex look so much alike! Are they twins?*

Jane: They are. My sister and her kids all live in Hong Kong.

*adopted: David and Laura aren't Michael's birth parents.

*twins: Nick and Alex were born at the same time.

E Think and explain

Check true, false, or no info.
Then explain each answer, using information from the Photo Story.

	true	false	no info
1 David is the husband of Anna's older sister.	☐	☐	☐
2 David and Laura have two children.	☐	☐	☐
3 Jane is Laura's younger sister.	☐	☐	☐
4 Jane doesn't have any brothers.	☐	☐	☐
5 Jane has two nieces and one nephew.	☐	☐	☐
6 Vicky, Nick, and Alex are Jane's cousins.	☐	☐	☐

"He's Jane's brother-in-law, not Anna's."

F

Complete the chart with information about your extended family.
Write the number of people in each category.

I have . . .		
____ brother(s)	____ uncle(s)	____ cousin(s)
____ sister(s)	____ aunt(s)	____ brother(s)-in-law
____ nephew(s)	____ niece(s)	____ sister(s)-in-law

G Group work

Compare charts with your classmates.
Who in your class has a very large extended family?

"How many ___s do you have?"

LESSON 1

GOAL Report news about relationships

VOCABULARY *Relationships and marital status*

A 2:04 Read and listen. Then listen again and repeat.

They're **single**.

They're **engaged**.
(He's her **fiancé**. / She's his **fiancée**.)

They're **married**.

They're **separated**.

They're **divorced**.
(He's her **ex-husband**. / She's his **ex-wife**.)

She's **widowed**.

B 2:05 **Listening comprehension** Listen to the conversations. Circle the word that completes each statem

1 The woman is (single / engaged / married).
2 His aunt is (engaged / widowed / divorced).
3 His sister is (engaged / separated / divorced
4 Her sister is (engaged / separated / divorce

GRAMMAR *The simple present tense: Review*

Affirmative statements

I **live** in Rio.
I **have** two children.
I **work** in a school.

Claire **lives** in Tokyo.
She **has** one daughter.
She **works** in an office.

Negative statements

I **don't live** in Lima.
I **don't have** any children.

Paul **doesn't live** in Seoul.
He **doesn't have** a son.

Contractions
don't = do no
doesn't = doe

Yes / no questions and short answers

Do you **have** any cousins?
Yes, I **do**. / No, I **don't**.

Do they **work** nearby?
Yes, they **do**. / No, they **don't**.

Does she **have** any children?
Yes, she **does**. / No, she **doesn't**.

Does he **work** nearby?
Yes, he **does**. / No, he **doesn't**.

GRAMMAR BOOSTER
• *The simple present tense: usage and form*

Grammar practice Complete the questions and answers. Use the simple present tense.

1 (have) A: ..... your cousin ..... any children?
B: Yes, she ..... . She ..... two kids—a girl and a boy.

2 (live) A: ..... your grandparents ..... in Sydney?
B: No, they ..... . They ..... in Ottawa.

3 (work) A: ..... your father ..... in Quito?
B: Yes, he ..... . He ..... for the government.

4 (like) A: ..... your cousin ..... hip-hop?
B: No, he ..... . He ..... it at all.

CONVERSATION MODEL

A 2:06 Read and listen to good news about a relationship.

A: What's new?
B: Actually, I have some good news. My sister just got engaged!
A: That's great. Congratulations!
B: Thanks!
A: So tell me about her fiancé.
B: Well, he works at PBM. He's an engineer.

Or bad news . . .

B: Actually, I have some bad news. My sister just got divorced.
A: I'm sorry to hear that. Is she OK?
B: Yes, she is. Thanks for asking.

B 2:07 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Report news about relationships

A Notepadding Imagine that you have good or bad news about someone in your extended family (or use real news). Write notes to plan a conversation.

Relationship to you:

What's the news?

Where does he / she live?

What does he / she do?

Other information:

good news	bad news
got married	got separated
got engaged	got divorced

B Pair work Personalize the Conversation Model to tell your partner your news. Then change roles.

A: What's new?
B: Actually, I have some ..... news. My ..... .
A: ....

Don't stop!
- Ask yes / no questions.
  Is [she] ___? / Does [he] ___? / Do [they] ___?
- Use the simple present tense to say more.
  He lives ___. They have ___.
  She works ___. They don't have ___.

C Change partners Report other good or bad news.

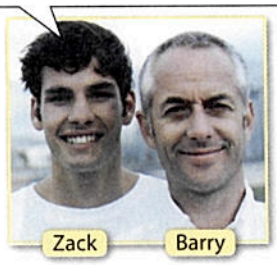
LESSON 2

GOAL Describe extended families

VOCABULARY *Other family relationships*

A 2:08 Read and listen. Then listen again and repeat.

1 Barry is my **stepfather**. He's my mother's second husband.

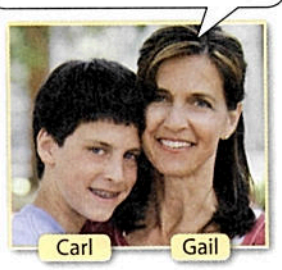


Gina is my **stepmother**. She's my father's second wife.

2 Jim is my **stepbrother**. His mother married my father.

Kayla is my **stepsister**.

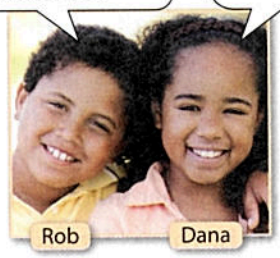
3 Carl is my **stepson**. I married his father three years ago.



Tina is my **stepdaughter**. I married her mother when Tina was five.

4 Dana is my **half-sister**. We have the same mother, but different fathers.*

Rob's my **half-broth**



*Half-brothers and half-sisters can also have the same father but different mothers.

B Pair work Ask your partner to find people in the photos.

"Who's Carl's stepmother?"

"Carl's stepmother is Gail."

C 2:09 **Listening comprehension** Listen to the speakers and infer the relationships. Use the Vocabulary to complete each statement. Listen again if necessary.

1 Her brother has three ..... .
2 Carol is his ..... .
3 She calls her ..... "Mom."
4 Leo is his ..... .
5 Hank is her ..... .

GRAMMAR *The simple present tense—information questions: Review*

What **do** your in-laws **do**?	What **does** your sister-in-law **do**?
Where **do** their grandparents **live**?	Where **does** your niece **live**?
When **do** you **visit** your aunt?	When **does** he **visit** his aunt?
How often **do** you **call** your nephew?	How often **does** she **call** her nephew?
How many cousins **do** they **have**?	How many cousins **does** he **have**?

Be careful! Who as subject:
Who **lives** in Hong Kong?
NOT Who ~~does~~ live in Hong K

GRAMMAR BOOSTER
Information questions in the present tense:
- *Form*
- *Questions with Who*
- *Common errors*

A Find the grammar Look at the Photo Story on page 27 again. Find one information question in the simple present tense.

B Grammar practice Complete the conversations with the simple present tense.

1 A: ..... nieces and nephews .....?
B: Three. My sister ..... two girls, and my brother ..... a boy.

2 A: My stepfather ..... in a restaurant.
B: Really? ..... he .....?
A: He's the chef and manager.

3 A: My sister ..... with her family in Dublin.
B: Dublin? ..... kids ..... she have?
A: I have two nephews, both adopted.

4 A: ..... your cousins live?
B: One ..... in Thailand. And the other ..... in Norway.
A: Wow! ..... you see them?
B: They come home once a year.

5 A: Where ..... your uncle .....?
B: He ..... at the hospital around the corner.
A: ..... your aunt ..... there, too?
B: No, ... She's a homemaker.

CONVERSATION MODEL

A 2:10 Read and listen to people describing their families.

A: Do you come from a large family?
B: Not really. I have two brothers.
A: What about aunts and uncles?
B: Well, I have three aunts on my father's side. And on my mother's side, I have two aunts and three uncles.
A: That's pretty big!

B 2:11 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Describe extended families

A Notepadding List your extended family relationships on the notepad.

On my father's side . . .	On my mother's side . . .

B Pair work Personalize the Conversation Model. Then change roles.

A: Do you come from a large family?
B: ..... . I have ..... .
A: What about .....?
B: Well, I have ..... on my ..... 's side. And ..... .
A: ..... .

Don't stop! Ask for more information.
Tell me about your [aunts].
Does she ___? / Do they ___?
Is she / Are they [single]?

What ___?	Who ___?
Where ___?	How often ___?
When ___?	How many ___?

C Extension Now tell your classmates about your partner's family.

LESSON 3

GOAL Compare people

BEFORE YOU LISTEN

A 2:12 **Vocabulary** • *Similarities and differences* Read and listen. Then listen again and repeat.

How are you alike?

We look { **alike.** / **the same.** }

We wear **similar** / We like **the same kind of** } clothes.

We both / **Both of us** } like rock music.

How are you different?

We { **don't look alike.** / **look different.** }

We wear / We like } **different** clothes.

I like rock music, **but** { he likes classic / he doesn't.

B Pair work Find three similarities and three differences between you and your partner. On a separate sheet of paper, write six sentences describing the similarities and differences.

LISTENING COMPREHENSION

A 2:13 **Identify similarities and differences** Listen to Lucille Kennedy talk about herself and her sister, Laura. Check the statements that are true. Explain your answers.

Lucille and Laura . . .		
1	☐ look alike.	☐ look different.
2	☐ like the same food.	☐ like different food.
3	☐ like the same kinds of movies.	☐ like different kinds of movies.
4	☐ sometimes wear the same clothes.	☐ never wear the same clothes.
5	☐ like the same music.	☐ like different music.
6	☐ have the same number of kids.	☐ have different numbers of kids.
7	Lucille and Laura are ☐ twins.	☐ stepsisters. ☐ half-sisters.

B 2:14 **Listen to take notes** Listen again for what Lucille says about these topics. On your notepad, use the Vocabulary to write sentences about how she and her sister are different.

favorite colors *They like different colors. Lucille likes . . .*

favorite colors	sports preferences
musical tastes	families

PRONUNCIATION *Blending sounds*

A 2:15 Read and listen. Pay attention to the blended sounds in does she and does he. Then listen again and repeat.

1 /dʌʃi/ Does she have any stepchildren?

2 How many stepchildren /dʌʃi/ does she have?

3 /dʌzi/ Does he live near you?

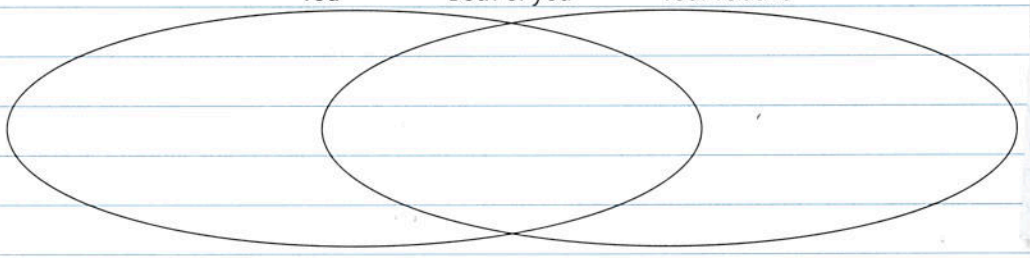
4 Where /dʌzi/ does he live?

B Now practice the questions on your own. Pay attention to blended sounds.

NOW YOU CAN Compare people

A Notepadding Choose someone in your extended family. On the notepad, write your similarities and differences. Use the Vocabulary from page 32.

The person's name: **Relationship to you:**



Ideas
- marital status
- occupation
- family relationships
- appearance
- clothing
- likes and dislikes
- abilities

B Pair work Tell your partner about you and your relative. Use your notepad. Then compare other people in your families.

> "My cousin and I are both single."

Be sure to recycle this language.

Similarities and differences
How are you alike?
How are you different?
Do you look alike?
Do you both ___ ?
Do you ___ the same ___ ?

For more information
How about ___ ?
Do you have any ___ ?
How old ___ ?
What does your ___ do?
Where does your ___ live?
How many ___ does your ___ have?

LESSON 4

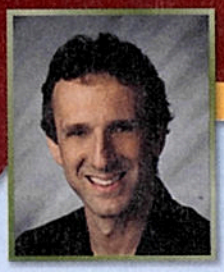
GOAL Discuss family cultural traditions

BEFORE YOU READ

Warm-up In your opinion, how long should adult children live in their parents' homes?

READING

2:16



Ask Mr. Dad with Armin Brott

Home | About "Ask Mr. Dad" | Ask a Question | About Armin Brott | Visit mrd

When Adult Children Come Home

Q: ***My wife and I recently sent our last child off to college. We are ready to sell the house and travel, but our oldest daughter doesn't have a job and plans to move back home. What should we do?***

A: Most North Americans expect their children to move out of the house at eighteen. But that's changing. Today, more adult children are returning home to live. Some don't have jobs or can't pay for the high costs of housing. Some are recently separated or divorced. Most are single, but some come home with a wife, husband, or child, too.

Most parents are happy when their kids come back home to live. However, when a son or daughter can't find a job—or is recently divorced—there can be problems. And if their son or daughter is still at home at the age of thirty-five, many parents are no longer happy.

In your case, what if your daughter moves back home?

- Don't worry. If you and your daughter had a go relationship when she was younger, she'll be fi Help her in any way you can. And it's OK to ask "How long do you plan on staying?"
- Don't treat your daughter like a child. In our cu adult children don't feel good about living at ho and they don't want to depend on their parents help. Tell her you understand.
- Talk to your daughter as an adult. Have a discus about paying for expenses and helping with household responsibilities and chores, such as kitchen cleanup and doing laundry. If you and y daughter talk and try to understand each other everyone will be happier.

Ask Mr. Dad your question at askmrd

Source: mrdad.com

A Confirm facts Complete each statement.

1 The parents are worried because their daughter ..... .
   a wants to move into their home
   b wants to move away from their home
   c doesn't want to leave their home
   d doesn't want to come home

2 According to the article, most North Americans expect children to move out of their parents' home when they ..... .
   a reach the age of eighteen
   b finish college
   c find a job
   d get married

B Infer information Check all the correct answers, according to what Armin Brott says.

1 Check the reasons adult children are moving back home.
- ☐ They don't have jobs.
- ☐ They get divorced.
- ☐ They can't afford housing.
- ☐ They feel good about living with their parents.
- ☐ They want to depend on their parents.

2 What are Mr. Brott's suggestions to the father?
- ☐ to sell his house and go traveling
- ☐ to discuss chores at home
- ☐ to ask his daughter to find a job
- ☐ to try to understand his daughter
- ☐ to not worry too much about his daughter

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss family cultural traditions

A Frame your ideas Complete the survey about adult children in your country. Then compare answers with a partner.

Living At Home?

1 At what age do children usually leave home in your country?
- ☐ between 18 and 20
- ☐ between 21 and 25
- ☐ between 26 and 30
- ☐ over 30
- ☐ It depends on their marital status.

2 What are the reasons adult children usually leave home?
- ☐ They get a job.
- ☐ They get married.
- ☐ They go away to study.
- ☐ They don't want to depend on their parents.
- ☐ Other _____

3 How do parents feel when their adult children are living at home?
- ☐ They're very happy.
- ☐ They're very worried.
- ☐ They don't think about it.
- ☐ They don't want them to stay.
- ☐ Other _____

4 What do adult children usually do when they live at home?
- ☐ They help with the chores.
- ☐ They help pay for expenses.
- ☐ They look for a job.
- ☐ They look for a new place to live.
- ☐ Other _____

B Notepadding Write some similarities and differences between family cultural traditions in your country and those Armin Brott describes.

What's the same?	What's different?

C Group work Now imagine that you are speaking to a visitor to your country. Explain the family cultural traditions in your country about adult children living at home.

Text-mining (optional)
Underline language in the Reading on page 34 to use in the Group Work. For example:
"Most parents are happy when . . ."

Review

More Practice
ActiveBook Self-Study Dis
grammar · vocabulary · li
reading · speaking · pron

A 2:17 **Listening comprehension** Listen to the people talking about their families. Check the box for family size for each speaker. Then listen again and write the number of children in each person's family.

		A big family	A small family	Number of children
1	Brenda	☐	☐	
2	Steven	☐	☐	
3	Leslie	☐	☐	
4	Jason	☐	☐	

B Complete the sentences with the correct word or phrase.

1 Larry doesn't have any brothers or sisters. He's an _____.
2 Bob's brother is Ron. They have the same birth date. They are _____.
3 Jun's brother has two daughters. They are Jun's _____.
4 Eva is Alfonso's wife. Alfonso's parents are Eva's _____.
5 Hariko's father has five nieces and nephews. They are Hariko's _____.
6 Jill's father married Wendy's mother. Jill's father is Wendy's _____.
7 Julie and Brett are divorced. Brett is Julie's _____.
8 Teresa's mother has two brothers. They are Teresa's _____.

C Complete the questions. Use the simple present tense.

1 A: Where _____?
B: My brother lives in Cuzco, Peru.

2 A: What _____?
B: My sister's a nurse.

3 A: How many _____?
B: I have two sons and a daughter.

4 A: _____?
B: Cousins? Yes, I do. I have seven.

5 A: Where _____?
B: My brother lives near me.

6 A: _____?
B: Children? Yes. My sister has two daughters.

2:18/2:19 **Top Notch** "An Only Chil
Lyrics p. 149

D Writing On a separate sheet of paper, compare two people in your family. Write about how they are similar and how they are different.

My brother and his wife are similar in some ways, but they are also very different . . .

WRITING BOOSTER ▸ p. 143
- *Combining sentences with and or but*
- *Guidance for Exercise D*

Enrique Iglesias's Family

ORAL REVIEW

Contest Study the family tree. Who can answer this question first: How many sisters, brothers, half-sisters, and half-brothers do Enrique Iglesias and Julio Iglesias each have?

Pair work Ask and answer questions about the family relationships. Use Who, What, When, and How many. For example:

Q: Who is Isabel Preysler? A: She's . . .

Game Choose one person's point of view. Describe "your extended family." Your partner guesses who you are. For example:

I am Julio Iglesias's daughter, and my uncle is Carlos.

Ronna Keitt
born 1964

Dr. Julio Iglesias Puga
1915–2005

(divorced)

María del Rosario
1919–2002

Jaime
born 2004

Ruth
born 2006

Miranda Johanna
model
born 1965

Julio Iglesias
singer
born 1943

(divorced)

Isabel Preysler
journalist
born 1951

Carlos
younger brother

Guillermo
born 2007

Victoria / Cristina
born 2001

Rodrigo
born 1999

Miguel Alejandro
born 1997

Isabel
journalist
born 1971
(nickname: Chabeli)

Julio José
singer/model
born 1973

Enrique Iglesias
singer
born 1975

NOW I CAN...

- ☐ Report news about relationships.
- ☐ Describe extended families.
- ☐ Compare people.
- ☐ Discuss family cultural traditions.

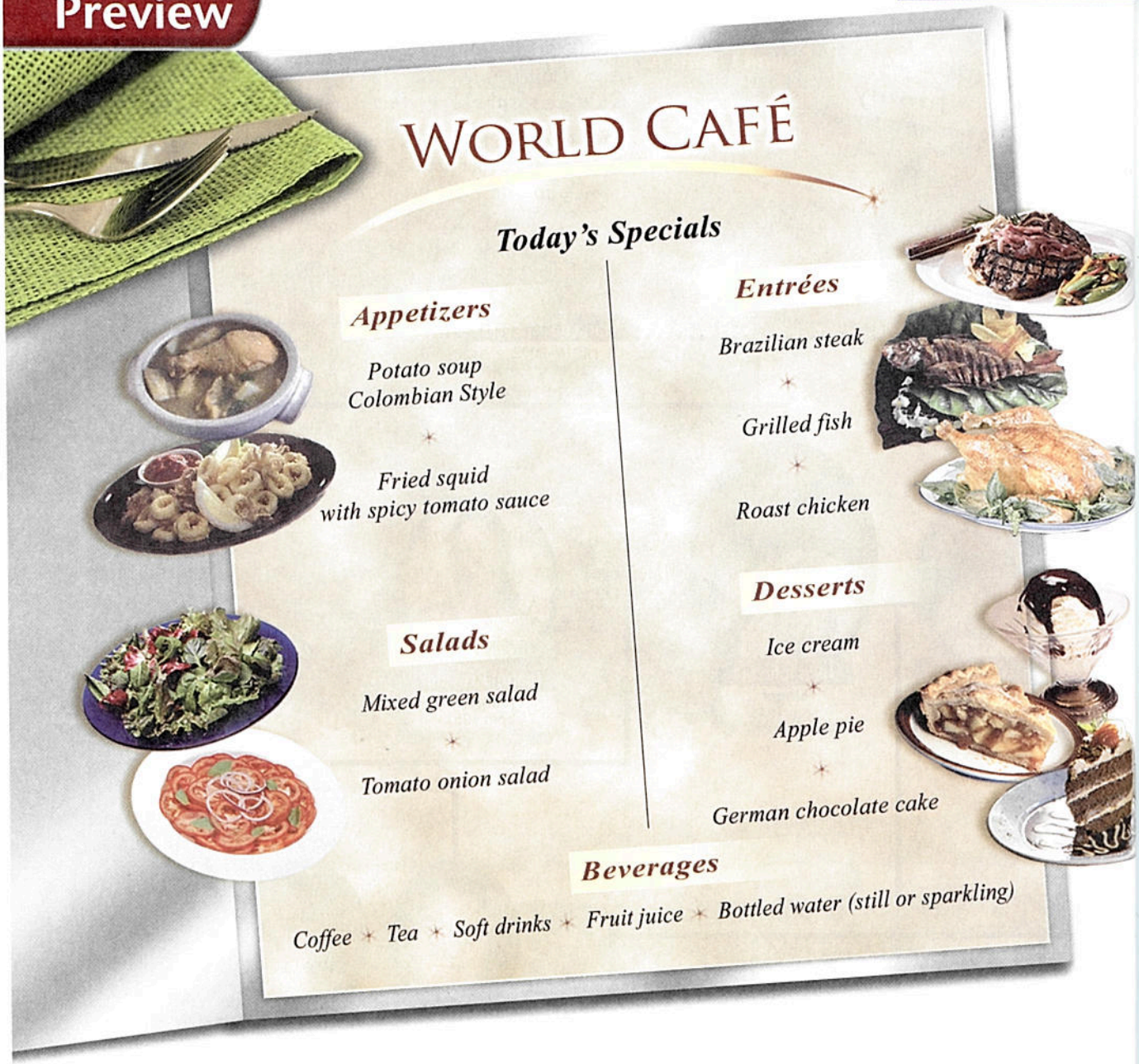
UNIT 4

Food and Restaurants

Preview

GOALS After Unit 4, you

1 Ask for a restaurant recom
2 Order from a menu.
3 Speak to a server and pay
4 Discuss food and health.



A Read the menu. Circle the words that are new to you.

B 2:20 **Vocabulary** • *Parts of a meal* Listen and repeat.

C **Pair work** Which foods on the menu would you like to order? Are there any foods you wouldn't like to order? Compare tastes with a partner.

D **Notepadding** Write the name of at least on from your country for each category.

an appetizer

a salad

an entrée (main course)

a dessert

a beverage

E 2:21 **Photo story** Read and listen to someone ordering food in a restaurant.

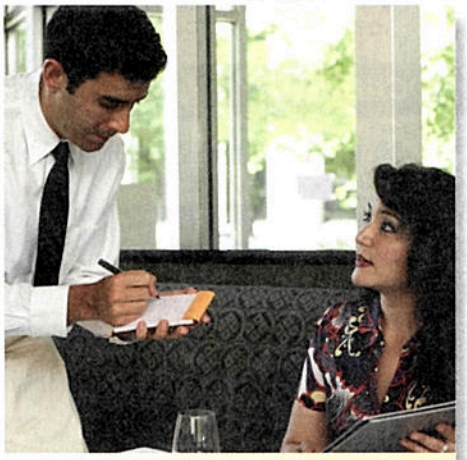
ENGLISH FOR TODAY'S WORLD
connecting people from different cultures and language backgrounds

Server:* Are you ready to order? Or do you need some more time?

Customer: I'm ready, thanks. I think I'll start with the potato soup. Then I'll have the roast chicken. What does that come with?

Server: It comes with a salad. And there's also a choice of vegetables. Tonight we have carrots or grilled tomatoes.

Customer: I'd like the carrots, please. Or, on second thought, maybe I'll have the tomatoes.



Server: Certainly. And anything to drink?

Customer: I'd like sparkling water, please. No ice.

*Server = waiter (man) or waitress (woman)

Server: Portuguese speaker

F Infer meaning Check the correct answers.

1 What does the customer order?
- ☐ an appetizer
- ☐ an entrée
- ☐ a dessert
- ☐ a beverage

2 What does the entrée come with?
- ☐ soup and salad
- ☐ salad and dessert
- ☐ carrots and grilled tomatoes
- ☐ salad and carrots or grilled tomatoes
- ☐ water

G Focus on language Use the menu from the World Café. Complete each statement.

1 I think I'll start with the ..... .
2 Then I'll have the ..... .
3 For my main course, I'd like the ..... .
4 For dessert, I'll have the ..... .
5 To drink, I'd like ..... .

H Pair work Read your statements to a partner. Your partner writes your order on the notepad. Then listen to and write your partner's statements.

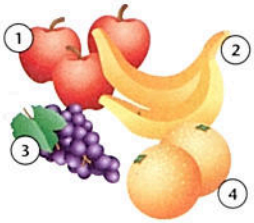
LESSON 1

GOAL Ask for a restaurant recommendati

VOCABULARY *Categories of food*

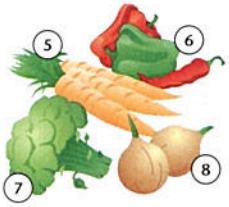
A 2:22 Read and listen. Then listen again and repeat. Add another food to each category.

fruit



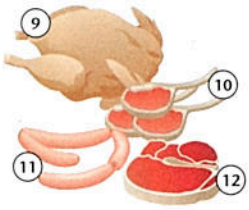
① apples ② bananas
③ grapes ④ oranges
mangoes .....

vegetables



⑤ carrots ⑥ peppers
⑦ broccoli ⑧ onions
.....

meat



⑨ chicken ⑩ lamb
⑪ sausage ⑫ beef
.....

seafood

⑬ fish ⑭ clam
⑮ shrimp ⑯ crab
⑰ squid .....

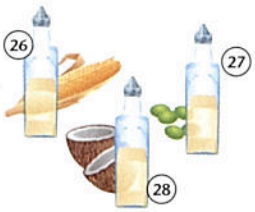
grains

⑱ pasta ⑲ rice
⑳ noodles ㉑ bread
.....

dairy products

㉒ butter ㉓ cheese
㉔ milk ㉕ yogurt
.....

oils



㉖ corn oil ㉗ olive oil
㉘ coconut oil
.....

sweets

㉙ candy ㉚ pie
㉛ cake ㉜ cook
.....

B Expand the vocabulary How many foods can you create? Combine foods. Follow the example.

1 orange **juice** apple juice, mango juice
2 tomato onion **salad** .....
3 apple **pie** .....
4 **grilled** fish .....
5 **fried** squid .....
6 potato **soup** .....

GRAMMAR *There is and there are with count and non-count nouns*

Use there is with non-count nouns and singular count nouns.
Use there are with plural count nouns.

There's milk and an apple in the fridge.
There are oranges, too. But there aren't any vegetables.

Use there is with anything and nothing.

Is there anything to eat? (No, there is nothing.)
NOT ~~Are there~~ anything to eat?

GRAMMAR BOOSTER ▸ p. 127

- *More on non-count nouns*
- *Expressing quantities*
- *How much / how many*
- *Spelling rules*

Remember:

- Count nouns name things you can count. They are singular or plural.
- Non-count nouns name things you cannot count. They are not singular or plural.
- Don't use a, an, or a number with non-count nouns.
  rice NOT ~~a rice~~ NOT ~~rices~~

See page 122 for a more complete list of non-count nouns.

Grammar practice Complete each statement or question with a form of there is or there are.

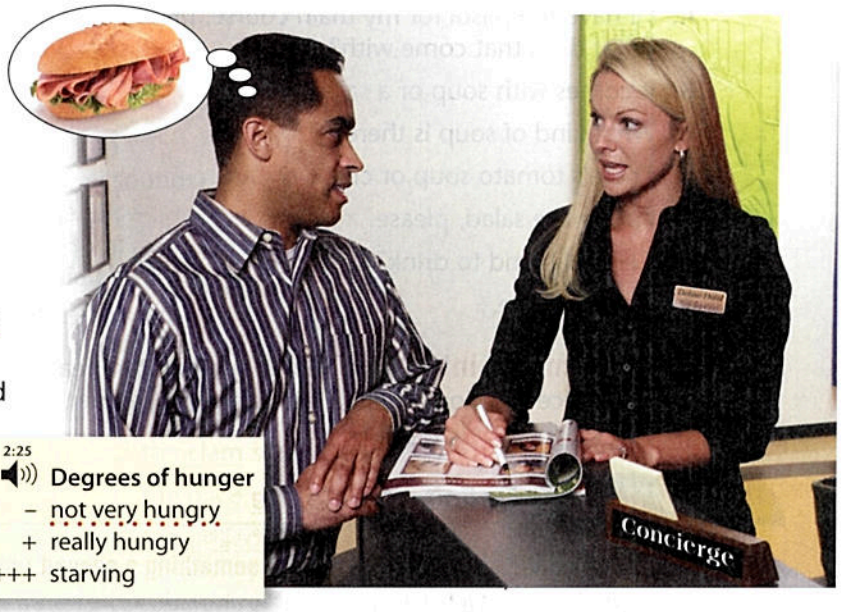
1 ..... apples in the fridge?
2 ..... any cookies?
3 ..... anything to eat in this house? I'm hungry.
4 ..... eggs in the fridge. We could make an omelet.
5 I don't think ..... any vegetables on the menu.
6 ..... too much sugar in this coffee.
7 ..... enough lettuce to make a salad?
8 ..... any of that great cheese? I feel like having a grilled cheese sandwich.

CONVERSATION MODEL

A 2:23 Read and listen to someone asking for a restaurant recommendation.

A: Could you recommend a restaurant for this evening?
B: Sure. What are you in the mood for?
A: I don't know. Maybe a sandwich. I'm not very hungry.
B: Actually, there's a great place nearby. It's called Tom's. Would you like directions?

B 2:24 **Rhythm and intonation** Listen and repeat. Then practice the Conversation Model with a partner.



2:25 **Degrees of hunger**
– not very hungry
+ really hungry
+++ starving

NOW YOU CAN Ask for a restaurant recommendation

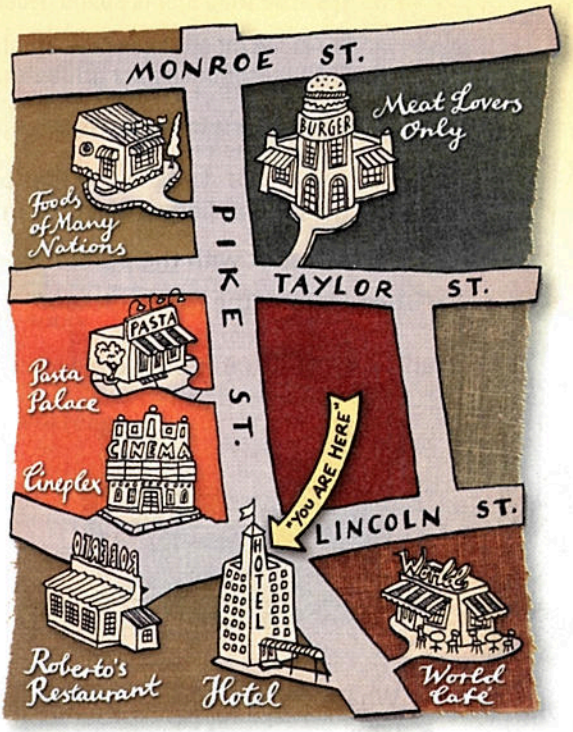
A Pair work Change the Conversation Model. Ask for a recommendation for today, tonight, dinner, breakfast, or lunch. Recommend a restaurant from the map. Then change roles.

A: Could you recommend a restaurant for .....?
B: ..... . What are you in the mood for?
A: I don't know. Maybe ..... . I'm ..... .
B: Actually, there's a great place nearby. It's called ..... . Would you like directions?

Don't stop!
Use the map and give directions to the restaurant you recommended.

Be sure to recycle this language.

Locations	
around the corner	down the street from the ___
across the street	between ___ and ___
across from the ___	on the ___ side of the street



B Change partners Practice the conversation again. Talk about other foods and restaurants.

LESSON 2

GOAL Order from a menu

CONVERSATION MODEL

A 2:26 Read and listen to someone ordering dinner from a menu.

A: I'll have the pasta for my main course, please. What does that come with?
B: It comes with soup or a salad.
A: What kind of soup is there?
B: There's tomato soup or chicken soup.
A: I'd like the salad, please.
B: Certainly. And to drink?
A: Water, please.

B 2:27 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *Definite article the*

Use the definite article the to name something a second time.

A: It comes with a salad.
B: OK. I'll have **the salad**.

Also use the to talk about something specific.

A: Would you like an appetizer? (not specific; general)
B: Yes. **The fried clams** sound delicious. (specific; they're on the menu)

A: I'm in the mood for seafood. (not specific; general)
B: Then I recommend **the grilled shrimp**. (also specific; they're on the menu)

Remember:
The indefinite articles are a and an.

a salad	**an** appetizer
a beverage	**an** entrée

GRAMMAR BOOSTER
• *Some and any*

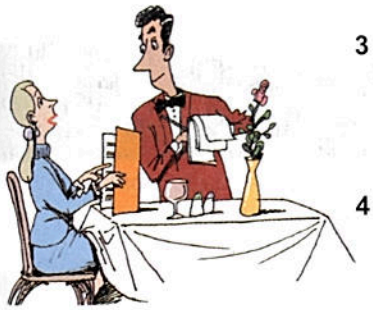
A Find the grammar Look at the Photo Story on page 39 again. Explain why the customer uses the definite article the in the following sentences.

1 "I think I'll start with the potato soup."
2 "Then I'll have the roast chicken."
3 "I'd like the carrots, please."
4 " . . . maybe I'll have the tomatoes."

B Grammar practice Complete each conversation with a, an, or the.

1 A: What do you feel like eating tonight?
B: Well, ... seafood special sounds delicious.

2 A: I'm in the mood for ..... really spicy dish.
B: Well, what about ..... Thai chicken? Thai food is usually spicy.



3 A: There are two kinds of soup: chicken noodle and mixed vegetable.
B: I think I'd like ..... chicken noodle. I'm not ..... big vegetable fan.

4 A: What would you like for your main course? We have ..... nice grilled chicken special on ..... menu tonight.
B: That sounds good. I'll have ..... chicken special.

PRONUNCIATION *The*

2:28

A Compare the pronunciation of the before consonant and vowel sounds. Read and listen. Then listen again and repeat.

/ə/ (before consonant sounds)
the chicken
the soup
the juice
the hot appetizer
the fried eggs

/i/ (before vowel sounds)
the orange juice
the onion soup
the apple juice
the appetizer
the eggs

B Write a check mark if the underlined word begins with a vowel sound.

- ☑ the egg salad
- ☐ the Chinese fried squid
- ☐ the tomato sauce
- ☐ the apple cake
- ☐ the ice cream
- ☐ the chocolate milk
- ☐ the clam soup
- ☐ the olive oil
- ☐ the grilled fish

C Pair work Now take turns saying each phrase. Be sure to use the correct pronunciation of the.

NOW YOU CAN Order from a menu

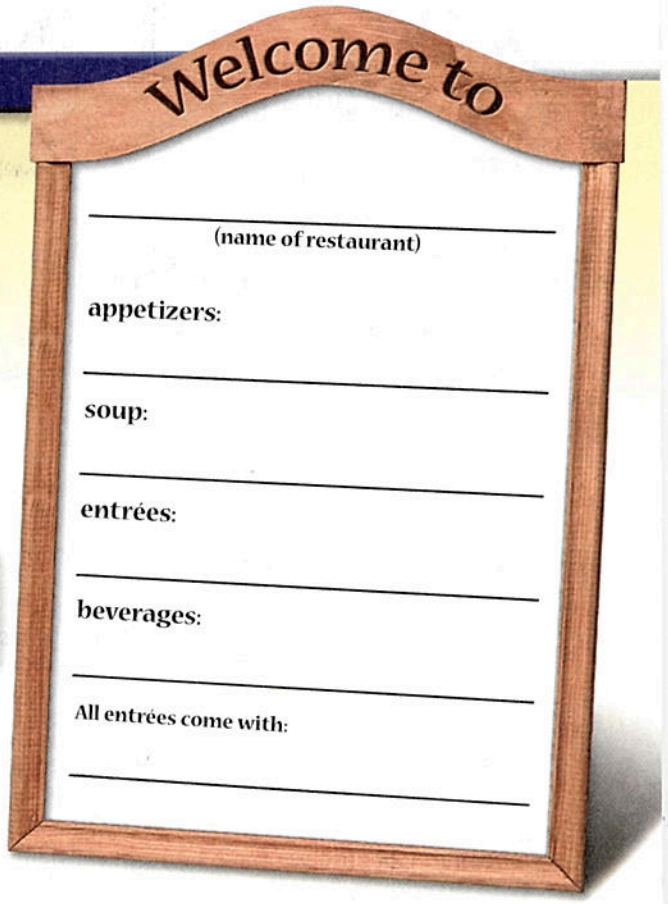
A With a partner, invent a restaurant. Give your restaurant a name. Write foods on the menu. Include two or more choices for each category.

B Pair work Use your menu to order food. Pay attention to count and non-count nouns and definite and indefinite articles. Then change roles.

A: I'll have ..... for my main course, please. What does that come with?
B: It comes with ..... .
A: What kind of ..... is there?
B: ..... .
A: I'd like ....., please.
B: Certainly. And to drink?
A: ....., please.

Don't stop!
- Order an appetizer or a soup.
- Order dessert.

C Extension Bring in a real menu from your favorite restaurant. Use it to practice the conversation. Change partners and menus and practice again.



LESSON 3

GOAL Speak to a server and pay for a mea

BEFORE YOU LISTEN

2:29 **Vocabulary** • *Communicating with a waiter or waitress*

Read and listen. Then listen again and repeat.

LISTENING COMPREHENSION

2:30 **A Listen to predict** Listen to the conversations in a restaurant. Then listen again and predict the next thing you think the customer will say to the server. Explain your answers.

1 ☐ We'll take the check, please.
☐ Do you accept credit cards?
☐ We're ready to order.

2 ☐ This isn't what I ordered.
☐ We're ready to order.
☐ Is the tip included?

3 ☐ No, thanks. We'll take the check, please.
☐ Is the tip included?
☐ Do you accept credit cards?

4 ☐ Excuse me! This isn't what I ordered.
☐ Excuse me! We're ready to order.
☐ Excuse me! We'll take the check, please.

5 ☐ Excuse me!
☐ We'll start with the seafood soup, please.
☐ We'll take the check, please.

B Pair work Decide what to say to the server in each conversation. Then practice the conversation.

1 A: Oh, no! Have a look at this check!
B: I'm not sure we have enough money.
Excuse me! ... *Do you accept credit cards?* ....

2 A: Oh, no! They brought us onion soup. We ordered the tomato soup.
B: You're right. Excuse me! .....

3 A: Oh, no! I left my money at home.
B: Excuse me! .....

4 A: We can't order dessert. We don't have time.
B: Right. Excuse me! .....

5 A: Do we need to leave a tip?
B: I'll ask. Excuse me! .....

6 A: Where's the waitress? I'm starving.
B: Excuse me! .....

NOW YOU CAN Speak to a server and pay for a meal

A Notepadding Plan your meal. Read the menu and choose what you'd like to order. Write your choice for each category.

appetizer
soup
salad
main course
beverage
dessert

Parkview Restaurant

Appetizers
Crab cakes
Mini cheese pies
Mixed grilled vegetables

Soup
Spicy shrimp
Chicken and rice
French onion

Salads
Tomato pepper
Green bean
Carrot

Entrées
Roast beef
Fried fish
Pasta with clam sauce
Choice of Vegetables: Broccoli, Grilled tomatoes, Potatoes (any style)

Desserts
Ice cream sandwiches
Banana cake
Chocolate pie
Mixed fruit salad
Fruit and cheese plate

All entrées include bread, soup or salad, vegetable, coffee or tea

B Group work Now form groups of diners and servers at tables. Discuss the menu. Speak to the server. Order and pay for the meal.

Be sure to recycle this language.

Discuss food
What are you in the mood for?
I'm in the mood for ___.
There's ___ on the menu.
The ___ sound(s) delicious.
What about ___?
This isn't what I ordered.

Serve food
Are you ready to order?
Do you need more time?
That comes with ___.
Would you like ___?
Anything to drink?
And to drink?
And for your [entrée]?

Order food
Excuse me!
I'm / We're ready.
I'd like to start with ___.
I think I'll have ___.
And then I'll have ___.
Does that come with ___?
What does that come with?
What kind of ___ is there?

Pay for food
I'll / We'll take the check, please.
Is the tip included?
Do you accept credit cards?

LESSON 4

GOAL Discuss food and health

BEFORE YOU READ

A 2:31 **Vocabulary** • *Adjectives to describe the healthfulness of food* Read and listen. Then listen again and repeat.

healthy / healthful is good for you
unhealthy / unhealthful is bad for you
fatty / high-fat contains a lot of oil
salty contains a lot of salt
sweet contains a lot of sugar
high-calorie can make you fat or overweight
low-calorie is not going to make you fat

B Warm-up Do you like to eat at fast-food restaurants? Is it possible to get healthy food there? Use the Vocabulary.

READING

2:32

File Edit View History Bookmarks Tools Help

Get Smart! Eating on the go

Home | Eating on the go

Eat more "veggies."

We know a daily diet of fast food can be bad for us. But fast food is quick and easy, and when we're on the go, it's sometimes a necessary choice. So here are some tips for fast-food fans:

- **Choose the chicken.** Have chicken rather than red meat. When in doubt, order the grilled chicken—not the fried.
- **Go light on the sauce.** Mayo, salad dressings, and other sauces are loaded with calories. Cut down on them, or cut them out altogether!

Cut down on mayo.

Skip the fries.

- **Fill up on veggies.** Ask for tomato, lettuce, onion, or other veggies on your sandwich. These low-calorie choices can help you avoid fries and other high-calorie options.
- **Go for the regular size,** not the extra-large. Super-size portions can super-size YOU.
- **Skip the sides entirely.** Eating a burger by itself is often enough. If you need a side order of something, consider a fruit cup or a side salad, instead of those fatty, salty french fries. Most fast-food restaurants offer those healthy options now.

Get a sid

- **Finally, treat yourself.** When you just have have something sweet, opt for some delicio low-fat frozen yogurt or fruit ices rather tha ice cream or cookies. You won't miss the calories a bit!

Source: fruitsandveggiesmatter.gov

A Understand from context Find the following words and phrases in the Reading and match them with their meanings. Then, on a separate sheet of paper, use the words to write your own sentences.

..... **1** "veggies"	**a** the amount you eat at one time
..... **2** "side order"	**b** not choose
..... **3** "go for"	**c** vegetables
..... **4** "skip" or "avoid"	**d** choice
..... **5** "portion"	**e** something you eat with your main course
..... **6** "option"	**f** choose

B Infer information Which tips on the website can help you cut down on calories? fat? salt? sugar? Explain how.

On your *ActiveBook* Self-Study Disk:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss food and health

A Frame your ideas Write a ✓ next to the foods you think are healthy. Write an X next to the foods you think are not. Then discuss your answers with a partner. Explain why some of the foods are unhealthy.

"French fries are not healthy. They're too fatty."

"I agree."

☐ rice

☐ french fries

☐ hot peppers

☐ ice cream

☐ snacks: nuts, chips

☐ chicken

☐ salad

☐ pasta with sauce

B Notepadding List other foods and drinks you think are good for you and bad for you.

Healthy foods	Unhealthy foods
oranges	*salty foods, like potato chips*

C Discussion Now discuss food and health with your class. Suggest healthy eating tips. Use your lists.

Text-mining (optional)
Underline more language in the Reading on page 46 to use in the Discussion. For example:
"Have ___ rather than ___."

Be sure to recycle this language.

Categories of foods		Adjectives	Verbs
grains	meat	healthy / unhealthy	skip / avoid / cut out
seafood	sweets	good / bad for you	go light on / cut down on
dairy products	fruit	high-calorie / low-calorie	fill up on
vegetables	oils	fatty / salty / sweet / spicy	

Review

More Practice
ActiveBook Self-Study D
grammar · vocabulary · reading · speaking · pro

A 2:33 **Listening comprehension** Listen to the conversations. Where are the people? Choose at home or in a restaurant. Then predict what each person will say next. Listen again and complete the statements.

1 The man and woman are (at home / in a restaurant).
I think he's going to ask, "Does dessert ..... with my .....?"

2 Caroline and her mom are (at home / in a restaurant).
Her mom is probably going to say, "But Caroline, ... are really ....."

3 The man and woman are (at home / in a restaurant).
It's possible that he's going to say, "..... the grilled ....."

4 The couple is (at home / in a restaurant).
It's possible that she's going to say, "Terrific! Let's ..... an omelet and a salad. I'm really .....

B Write examples of foods for each description below.

Spicy foods	Salty foods	Sweet foods	Fatty foods

C Write four questions you can ask a waiter or a waitress.

1 .....
2 .....
3 .....
4 .....

2:34/2:35 **Top Notch Pop**
"The World Café"
Lyrics p. 149

D Complete each sentence with a form of there is or there are.

1 ..... too much pepper in the soup.
2 I hope ..... not too much sugar in the cake. Sugar isn't good for you.
3 Excuse me. I'm looking for a restaurant. ..... any good restaurants in the neighborhood?
4 ..... any low-fat desserts on the menu?
5 ..... an inexpensive restaurant nea
6 You should eat some fruit. ..... so nice oranges on the kitchen table.
7 ..... enough cheese in the fridge f two sandwiches?
8 I'm in the mood for soup. What kind of sou ..... on the menu?

E Writing On a separate sheet of paper, write a short article for a travel newsletter. Write at least five sentences about foods in your country. Write more if you can.

In my country we eat a lot of vegetables. Vegetable soup is a very typical appetizer . . .

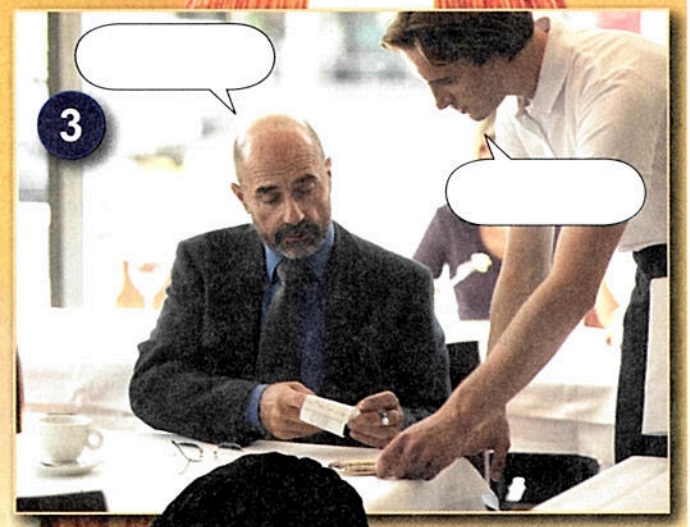
WRITING BOOSTER ▸ p. 143
- *Connecting words and ideas: and, in addition*
- *Guidance for Exercise E*

ORAL REVIEW

Pair work Create conversations for the people in Pictures 1, 2, and 3. For example:

A: Can I help you ?
B: Could you recommend a restaurant for . . . ?

Contest Form teams. Each team takes turns making statements about the foods in Picture 4 with there is or there are. (Teams get one point for each correct statement.)



NOW I CAN...

- ☐ Ask for a restaurant recommendation.
- ☐ Order from a menu.
- ☐ Speak to a server and pay for a meal.
- ☐ Discuss food and health.

UNIT 5

Technology and You

Preview

GOALS After Unit 5, yo

1 Suggest a brand or mod
2 Express frustration and s
3 Describe features of pro
4 Complain when things d

All prices in U.S. dollars • No tax if you buy at the airport

AE AIRPORT ELECTRONICS
Your airport electronics center

Laptop and Desktop Computers
All brands and models
Prices you won't believe!

Blue Dot Bluetooth® Earphone

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$299.99

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Was $399.00
Save $120.00

Flash Drives, USB Drives, Pen Drives, Memory Sticks, Thumb Drives . . .
Whatever you call 'em, we have 'em!

1GB $3.99 2GB $6.99
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ALL BRANDS AT ONE LOW, LOW PRICE

Simplex Supershot Digital Camera
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Log on to airportelectronics.com for price.

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Glimpk Stereo Headpho
$99.9
Micro B
At this price, you can affi to upgrade!
Buy the headphones and a free pair of MP3 earbu

Stryker 8900X Home Theater LCD Projector
Reg $2,699.99

Log on to airportelectronics.com for sale price.

Low, low price!

Doby 8GB Video MP3 Player
$299.00

Sedgewick ML-506 Camcorder
$499.00

Imitek Speakers
$29.99

USB 2.0

A 3:02 **Vocabulary** • *Electronics* Listen and repeat.

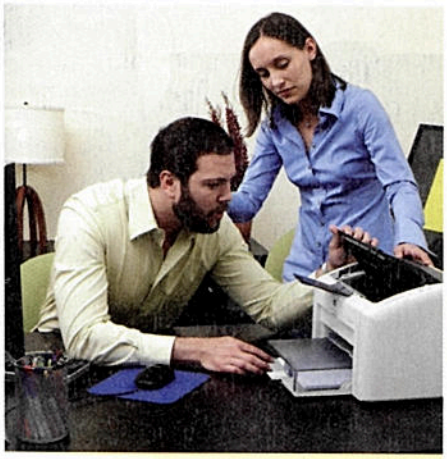
a laptop (computer)	a digital camera
a desktop (computer)	headphones
an earphone	a projector
a GPS	an MP3 player
a DVD player	a camcorder
a flash drive	speakers

B Discussion Choose a product from the ad t would like in order to replace an old one. Disc reasons. Use this vocabulary or your own idea

3:03 **Replacing products**

broken doesn't work
obsolete hard to use because the technology
up-to-date uses new or recent technology
defective not good; badly designed and/or manufactured

C 3:04 Photo story Read and listen to a conversation about a product that's not working.

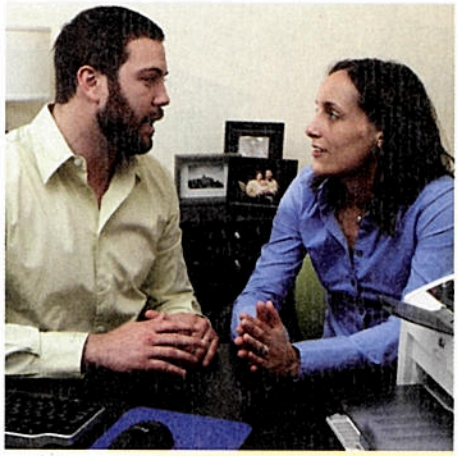


Don: This printer's driving me crazy! It's on the blink again.

Erin: What's wrong with it?

Don: What isn't wrong with it? It's an absolute lemon.

Erin: No, seriously, what's the problem?



Don: Well, first off, the thing's an antique. It's ten years old.

Erin: OK. And . . . ?

Don: And it's so slow. It takes hours to print! And now it won't print at all!

Erin: Well, that is a problem. Maybe it's fixable. Let me have a look.

Don: Don't bother. It's not worth it. The thing's obsolete, anyway. It's not wireless, it has no scanner, it can't photocopy . . .

Erin: Sounds like you're ready for an upgrade. Airport Electronics is having a sale. Let's get you something more up-to-date!

D Focus on language Find the following sentences and phrases in the Photo Story. Choose the statement that is closer in meaning to each sentence.

1 "This printer's driving me crazy!"
   a I love this printer!
   b I hate this printer!

2 "It's on the blink again."
   a The printer has a problem.
   b The printer is OK.

3 "It's an absolute lemon."
   a It's very bad.
   b It's very good.

4 ". . . the thing's an antique."
   a It's very new.
   b It's very old.

5 "Don't bother. It's not worth it."
   a I don't want to fix the printer.
   b I want to fix the printer.

6 ". . . you're ready for an upgrade."
   a You need a new printer.
   b Someone needs to fix your printer.

E Pair work Make a list of five electronic products that are necessary for your life. Put them in order from most important (1) to least important (5). Compare lists with a partner. Explain why each product is necessary for you.

> "I can't live without a laptop. I use it at work and at home . . ."

Product	Why necessary?
1	
2	
3	
4	
5	

LESSON 1

GOAL Suggest a brand or model

CONVERSATION MODEL

A 3:05 Read and listen to someone suggesting a brand and a model.

A: Hey, Lisa. What are you doing?

B: I'm online. I'm looking for a flat screen TV. Any suggestions?

A: What about a Clarion? I hear the LP 10 is great. And it's inexpensive.

B: Really?

A: Yes. You know, I'm going shopping later. Would you like to come along?

3:07 **Positive descriptions**
pretty good ☺
great ☺☺
terrific ☺☺☺
awesome ☺☺☺☺

B 3:06 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *The present continuous: Review*

Use the present continuous for actions in progress now and for future plans.

Actions in progress	Future plans
A: What **are** you **doing** right now?	A: What **are** you **doing** tomorrow?
B: I'**m looking** for a laptop.	B: I'**m buying** a digital camera.

Questions

Are you **looking** for a cell phone? (Yes, I am. / No, I'm not.)
Are they **buying** a GPS? (Yes, they are. / No, they're not.)
Is he **using** the computer? (Yes, he is. / No, he's not.)
Where **are** you **going**? (To Technoland.)
Who'**s buying** the new cell phone? (My wife.)

GRAMMAR BOOSTE
The present continuous:
- *Spelling rules*
- *Form and usage rules*

Understand the grammar Write now next to the statements or questions where the present continuous describes an action in progress. Write future next to those that describe a future plan.

..... 1 What are you doing this weekend?
..... 2 I'm busy this morning. I'm answering e-mails.
..... 3 He's leaving in ten minutes. Hurry!
..... 4 Josh isn't home. He's shopping for a l
..... 5 They're eating with us on Friday.
..... 6 The printer's not working again.

PRONUNCIATION *Intonation of questions*

3:08 Listen and check for rising or falling intonation. Then take turns saying each question.

☐ ☐ 1 What are you doing?
☐ ☐ 2 Are you buying a computer?
☐ ☐ 3 What time are you going?
☐ ☐ 4 Is she looking for a new printer?

VOCABULARY *More electronics*

A 3:09 Read and listen. Then listen again and repeat.

a smart phone

a cell phone / a mobile phone

a scanner

a photocopier

a fax machine

B Integrated practice Complete each conversation with an electronic product from pages 50–53 and the present continuous.

1 A: ..... (Marian / go) to Electronica tomorrow?
B: Yes. ..... (she / shop) for a new ..... . The old one is broken, and she listens to music while she's exercising.

2 A: Why ..... (Ann / get) a .....?
B: She sends a lot of e-mails to her friends, and ..... (her old one / not work) .

3 A: Can I use your .....?
B: Sure. But just a minute. Right now ..... (I / use) it to move a file from my laptop to my desktop.

4 A: ..... (Sue / prepare) a new presentation, and she wants to use these pictures.
B: She's welcome to use my ..... . It's really great.

5 A: Is it possible to use your ..... for my son's birthday party?
B: Sure. What day? ..... (I / use) it tomorrow at the school play. After that, you can have it.

6 A: What ..... (your parents / watch)?
B: A music video. Now that they have a ....., they watch all day!

NOW YOU CAN *Suggest a brand or model*

A Pair work Change the Conversation Model, using these ads or ads from a newspaper or online store. Then change roles.

A: I'm looking for ..... . Any suggestions?
B: What about ..... ? I hear the ..... is ..... . And it's ..... .
A: Really?
B: Yes. You know, I'm going shopping ..... . Would you like to come along?

Be sure to recycle this language.

Are you free ___ ?
I'd love to go, but I ___ .
I'm sorry, but I'm not free ___ .

Don't stop!
Accept or decline the invitation.

B Change partners Discuss other products and suggest other brands or models.

LESSON 2

GOAL Express frustration and sympathy

CONVERSATION MODEL

A 3:10 Read and listen to people expressing frustration and sympathy.

A: Hi, Ed. How's it going?
B: Fine, thanks. But my microwave's not working again.
A: Again? I'm sorry to hear that. What brand is it?
B: A Quickpoint. It's a piece of junk.

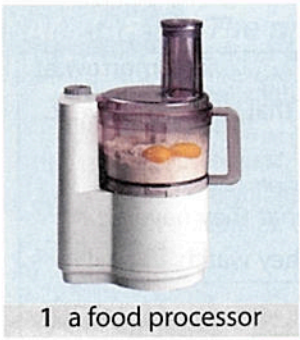
B 3:11 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

3:12 **Ways to sympathize**
I'm sorry to hear that.
That's too bad.
That's a shame.
Oh, no!

3:13 **Negative description**
a piece of junk
pretty bad
terrible
awful
horrible
a lemon

VOCABULARY *Household appliances and machines*

A 3:14 Read and listen. Then listen again and repeat.



1 a food processor

2 a hair dryer

3 a pressure cooker

4 a dishwasher

5 a coffee maker

6 a rice cooker

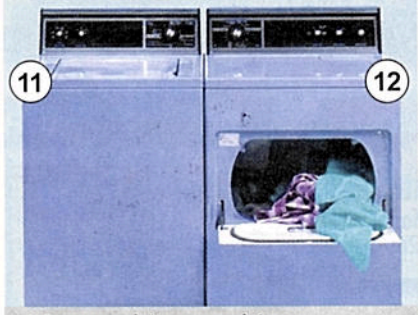
7 a fan

8 a stove 9 an oven

10 a juicer

14 a freezer
15 a refrigerator / a fridge

16 an air-conditioner



11 a washing machine
12 a dryer

13 a blender

17 a vacuum cleaner

B Classify the Vocabulary by purpose. Write examples of appliances in each category.

For cleaning or washing	For food preparation	For cooking	For storage

C 3:15 **Listen to predict** Listen and write the name of the appliance. Then listen again and predict what the other person will say. Check the box.

1 appliance: .....
☐ Is it fixable?
☐ Sure. No problem.

2 appliance: .....
☐ It's an air-conditioner.
☐ It's a Cool Wave.

3 appliance: .....
☐ It's not working? That's a shame.
☐ About thirty, I think.

4 appliance: .....
☐ Oops! Sorry about that.
☐ Sounds great!

5 appliance: .....
☐ Just use a little more water.
☐ I think the machine is defective.

6 appliance: .....
☐ Yeah. I'm so glad I bought it!
☐ I think it's time for an upgrade.

7 appliance: .....
☐ It's a lemon.
☐ Wow. That sounds great.

8 appliance: .....
☐ I'm sorry to hear that.
☐ Sure. Just a second.

NOW YOU CAN Express frustration and sympathy

A Notepadding Think of five products and brands that don't work well. Write them on the notepad.

	Product	Brand
1	*a hair dryer*	*Beautiful Hair*

	Product	Brand
1		
2		
3		
4		
5		

B Pair work Change the Conversation Model. Use your own products and brands. Express frustration and sympathy. Use the negative descriptions vocabulary from page 54. Then change roles.

A: Hi, ... How's it going?
B: ..... . But my .....'s not working again.
A: Again? ..... . What brand is it?
B: ..... . It's ..... .

C Change partners Express frustration about other products and brands.

LESSON 3

GOAL Describe features of products

BEFORE YOU READ

Warm-up What kinds of features are important to you in a new product?

READING

3:16

PRO MUSICA

More than a radio, more than a CD player, more than an MP3 player—the Pro Musica is the first complete music system for your entire life. The innovative, all-in-one Pro Musica fills all the rooms of your house with beautiful music from just one source.

It replaces everything else you listen to. MP3 players, radios, and CD players are a thing of the past. And the whole family can be listening to their favorite music in every room at the same time.

Program the Pro Musica to play Metallica in the kitchen and Brahms in the bedroom. Listen with the portable wireless speakers or on your innovative wireless earbuds. You and your spouse can even be listening to two different things in the very same room at the same time. The sky's the limit!

And even better—you can take the Pro Musica's remote and wireless speakers with you anywhere—to the office, to your friend's house for a party, or even to the beach. Play anything, anywhere.

The Pro Musica wireless remote—Battery operated and easy to use.

The Pro Musica wireless speakers—Place them anywhere.

The Pro Musica wireless earbuds—Move around as you listen.

FEATURES

- **IT'S CONVENIENT.** Everything you need is built into the system so you can enjoy your music all from one source—and with only one simple-to-use remote control.
- **IT'S POPULAR.** The Pro Musica is now used by more households than any other home music system.
- **IT'S PORTABLE.** The remote is small and easy to carry. It comes with its own battery pack, so you can take it with you anywhere.
- **IT'S AFFORDABLE.** One Pro Musica system costs much less than the many CD players, radios, etc. that most people have to buy to have music in their lives.
- **IT'S GUARANTEED.** Use Pro Musica for a full year. If for any reason you are unhappy with the product, just return it for a full refund.

A Understand from context Choose one of the features to complete each statement.

1 A product that's easy to move from one place to another is ..... .
2 A product that's easy to use is ..... .
3 A product that you can send back to the store because you don't like it is ..... .
4 A product that a lot of people like and buy is ..... .
5 A product that doesn't cost too much for most people is ..... .

Featu
guara
popul
portab
afford
conve

B Activate language from a text Would you buy the Pro Musica? Explain your answer. Use the features vocabulary and your own ideas.

C 3:17 **Listening comprehension** Listen to the radio advertisements for some crazy gadgets. Check all the adjectives that describe each product.

gadget /ˈgædʒɪt/ n.
a small tool or machine that makes a particular job easier

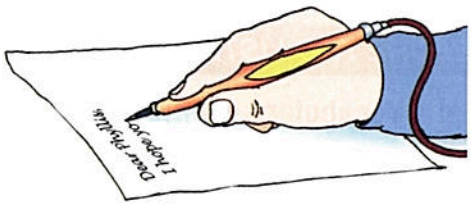
Longman Dictionary of American English

1 "The Sleeper"

☐ convenient ☐ popular
☐ portable ☐ affordable

2 "Cool as a Cucumber"

☐ convenient ☐ popular
☐ portable ☐ affordable



3 "The Scribbler"

☐ guaranteed ☐ convenient
☐ affordable ☐ popular

D 3:18 **Pair work** Choose one of the three gadgets. Listen again and take notes on a separate sheet of paper. Then try to convince your partner to buy the product. Use the features vocabulary from the Reading on page 56.

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Describe features of products

A Notepadding Choose one good product that you own and one bad product (appliances, electronic products, gadgets, etc.). Write the good and bad features on the notepad.

Product	Brand	Features
scanner	Blue Bird	obsolete
MP3 player	Vista	affordable / up-to-date

Product	Brand	Features

B Discussion Describe the features of your products. Tell your classmates about all the good and bad features.

"I don't recommend the Blue Bird scanner. It's obsolete."

"You should buy the new Vista MP3 player. It's affordable and up-to-date."

Be sure to recycle this language.

Negative descriptions
awful
broken
defective
horrible
not fixable
obsolete
on the blink
slow
terrible
an antique
a lemon
a piece of junk
drives me crazy

Positive descriptions
great
terrific
awesome
fast
popular
guaranteed
affordable
convenient
pretty good
up-to-date

Ways to sympathize
I'm sorry to hear that.
That's too bad.
That's a shame.
Oh, no!
Maybe it's fixable.
You're ready for an upgrade.

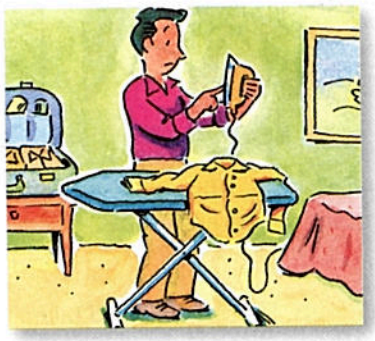
LESSON 4

GOAL Complain when things don't work

BEFORE YOU LISTEN

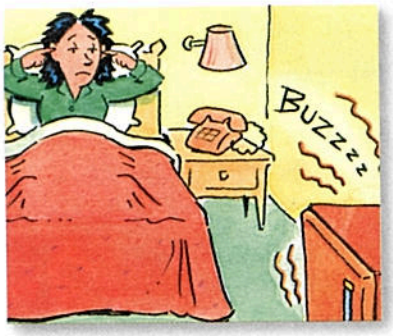
A 3:19 **Vocabulary** • ***Ways to state a problem*** Read and listen. Then listen again and repeat.

The window **won't open / close.**



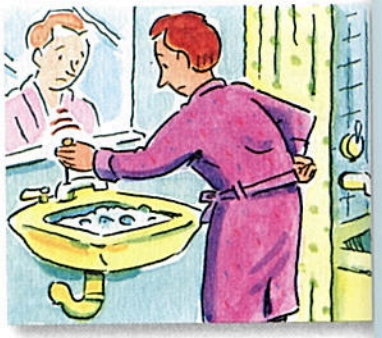
The iron **won't turn on.**

The air-conditioning **won't turn o**



The fridge is **making a funny sound.**

The toilet **won't flush.**



The sink **is clogged.**

B Write the names of machines, appliances, and gadgets that sometimes . . .

1 won't open or close. .....

2 won't turn on or off. .....

3 make a funny sound. .....

LISTENING COMPREHENSION

A 3:20 **Listen for details** Listen to the conversations. Write the room number for each complaint. Then listen again and write another problem for each room.

GUEST COMPLAINT LOG

ROOM	PROBLEM	OTHER PROBLEMS?
203	The toilet won't stop flushing.	
	The fridge isn't working.	
	The sink is clogged.	

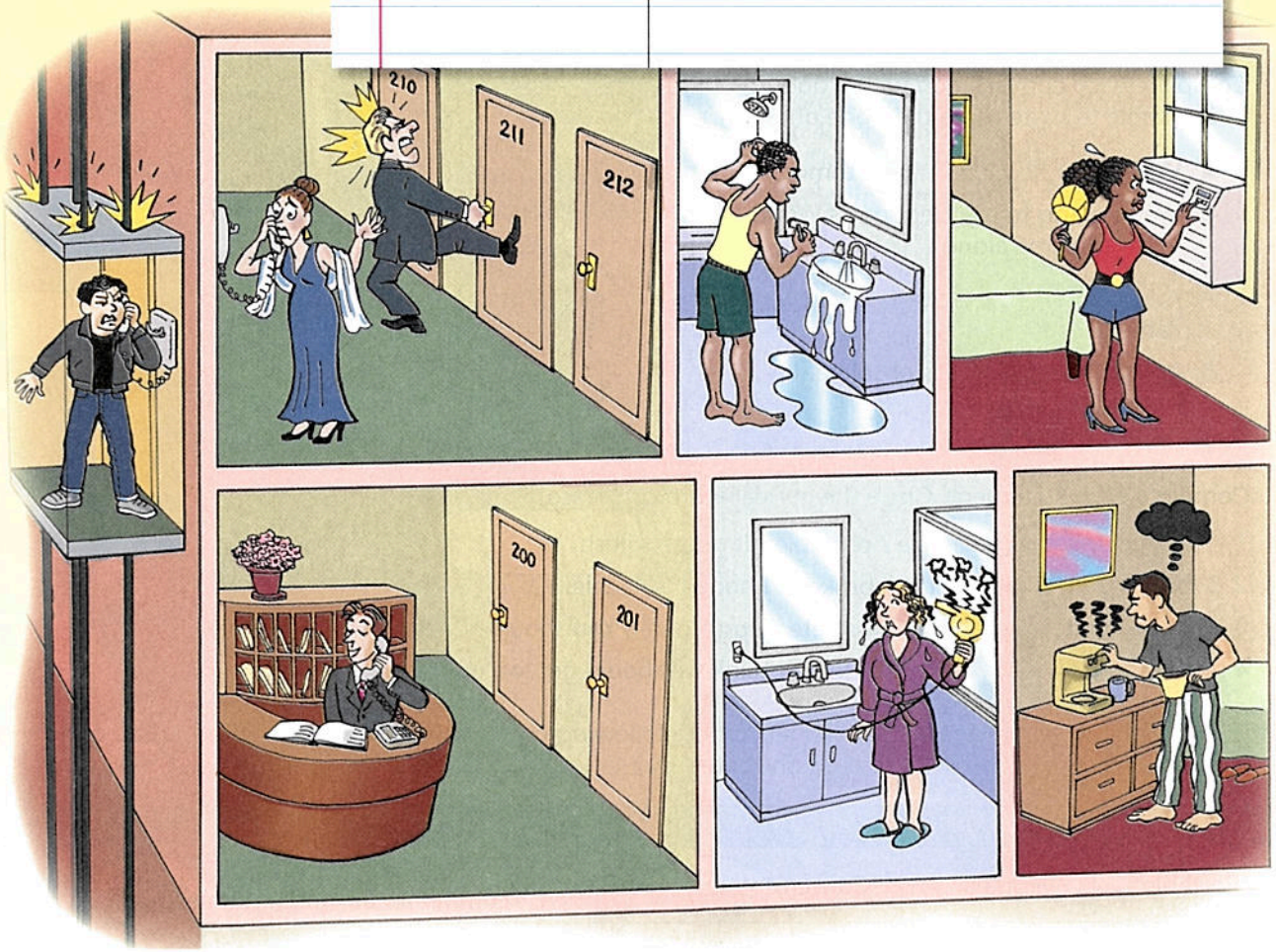
B Discussion Which problems on the guest complaint log are serious? Which are not serious? Explain your reasons.

> "It's serious when the sink is clogged. Water on the floor is very bad."

NOW YOU CAN Complain when things don't work

A Notepadding Find and circle all the problems in the hotel. Write the problems on the notepad.

	Room / place	Problem(s)



B Pair work Create conversations between the hotel guests and the front desk clerk. Based on the pictures, complain about things that don't work.

> "Hello. Front desk. Can I help you?"

> "I'm in the elevator. It's not working."

> "I'll send someone right away."

Be sure to recycle this language.

Telephone language
Hello?
This is room ___.
Can I call you back?
Bye.

State a problem
___ won't open / close.
___ won't turn on / off.
___ won't flush / stop flushing.
___ isn't working.
___ is clogged.
___ is making a funny sound.
___ is driving me crazy.

Respond
What's the problem?
I'm sorry to hear that.
Oh, no!
Well, that is a problem.

Review

More Practice
ActiveBook Self-Study
grammar · vocabulary
reading · speaking · p

A 3:21 **Listening comprehension** Listen to the conversations about problems with products and appliances. Write a sentence to describe each problem.

Example: The fan won't turn on.

1 .....

2 .....

3 .....

4 .....

3:22/3:23
Top Notch Pop
"It's Not Working Again"
Lyrics p. 149

B Complete each conversation with a question in the present continuous. (It's possible to write more than one question.)

1 A: Where ..... tomorrow?
B: We're going to My Electronics World. Want to come along?

2 A: Are you ..... a new camera?
B: Yes. Our old camera is obsolete. It's not digital.

3 A: When .....?
B: He's getting a smart phone for his birthday.

4 A: What .....?
B: Tomorrow? We're fixing our old printer.

5 A: What .....?
B: Right now? We're eating dinner.

C Complete each statement. Circle the correct word or phrase.

1 This new toilet is (defective / portable). It doesn't flush.
2 I think my TV is (affordable / broken). I hope it's fixable.
3 Your computer is probably (obsolete / up-to-date). You should get a new one.
4 This scanner is really a piece of junk. I think we should get (an upgrade / a lemon).

D Classify products, appliances, and gadgets on the following chart. Write at least three in each categor (Some products may go in more than one category.)

Machines that are:						
Portable	Popular	Convenient	Affordable	Good for communication	Good for entertainment	Go co
					MP3 player	

E **Writing** On a separate sheet of paper, write a paragraph describing a product, appliance, or gadget that you use. It can be a good product or a bad one.

I have a Hot Spot dishwasher and . . .

WRITING BOOSTER ▸ p. 144
- *Placement of adjectives*
- *Guidance for Exercise E*

ORAL REVIEW

Contest Form teams. Study the pictures for two minutes. Then close your books. Ask another team questions about each picture. (One point for each correct answer.) For example:

Q: Is there a hair dryer in the kitchen?
A: Yes, there is.

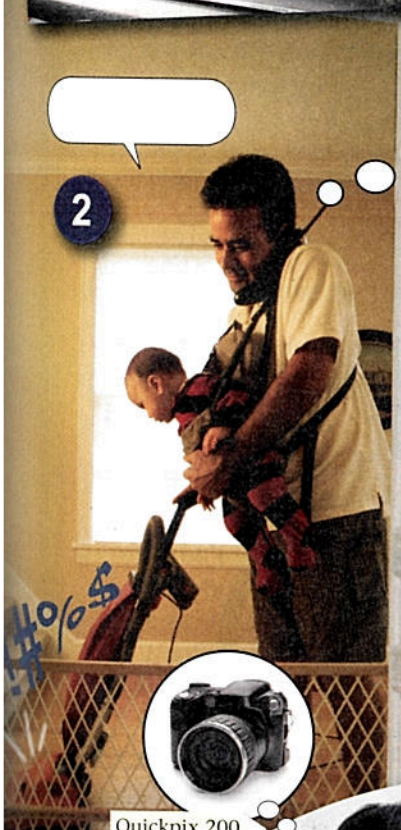
Pair work

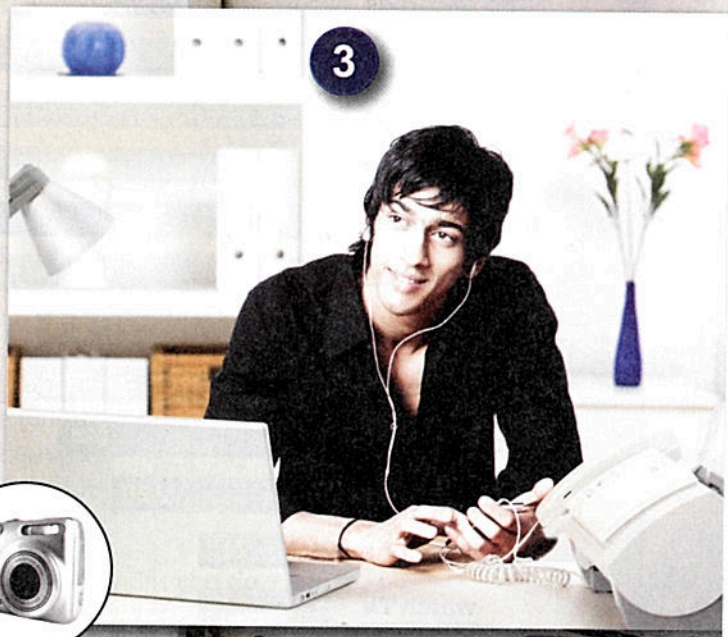
1 Point at the people and ask and answer questions. Use the present continuous. For example:

Q: What's he doing?
A: He's listening to music on his MP3 player.

2 Create conversations for the people in Pictures 1, 2, and 4. For example:

A: The vacuum cleaner's not working again.
B: Again? I'm sure it's fixable.





Quickpix 200
$129.99

Techno 100
$699.99

NOW I CAN...

- ☐ Suggest a brand or model.
- ☐ Express frustration and sympathy.
- ☐ Describe features of products.
- ☐ Complain when things don't work.

UNIT 6

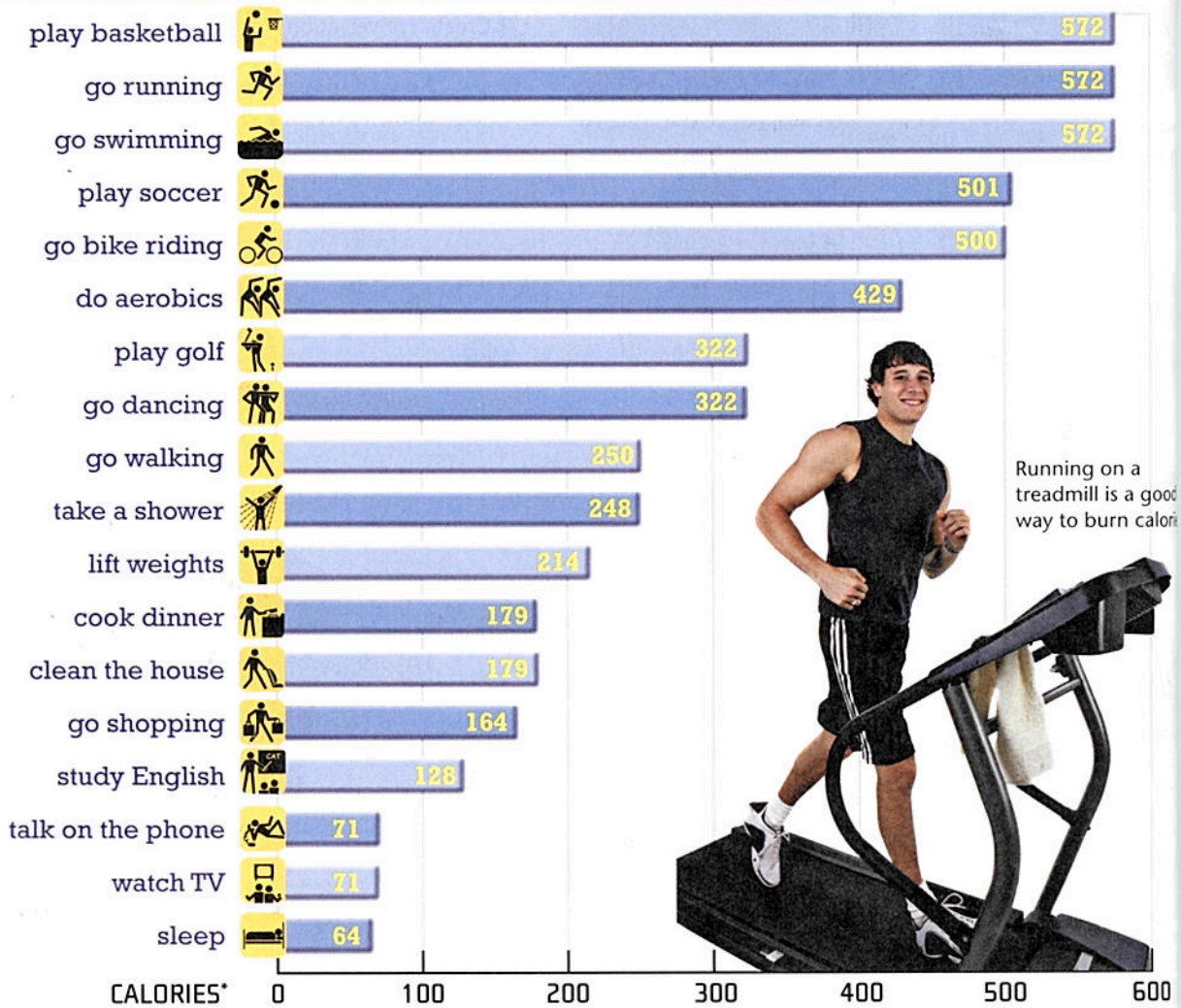
Staying in Shape

Preview

GOALS After Unit 6, y

1 Plan an activity with so
2 Talk about habitual act
3 Discuss fitness and eat
4 Describe someone's ro

How many calories can you burn in one hour?



Running on a treadmill is a good way to burn calori

*Based on a person weighing 150 pounds / 68.2 kilograms

Source: msnbc.com

A 3:24 **Vocabulary** • *Activities* Listen and repeat.

B Class survey According to the graph, approximately how many calories do you burn every day? Find out who in your class burns more than 1500 calories a day.

C 3:25 Photo story Read and listen to people talking about playing tennis.

Lynn: Hi, Joy! What are you up to?

Joy: Lynn! How are you? I'm playing tennis, actually. In the park.

Lynn: You play tennis? I didn't know that.

Joy: I do. About three times a week. Do you play?

Lynn: Not as much as I'd like to.

Joy: Well, why don't we make a date to play sometime?

Lynn: That would be great.

Joy: Hey, how about your husband? Would he like to come, too?

Lynn: No way. Ken's a real couch potato. He just watches TV and eats junk food. He's so out of shape.

Joy: Too bad. My husband's crazy about tennis.

Lynn: Listen. I'm on my way home right now. Let's talk next week. OK?

Joy: Terrific.

D Focus on language Look at the underlined expressions in the Photo Story. Use the context to help you choose the correct meaning of the following sentences.

1 What are you up to?
- **a** What are you doing?
- **b** Where are you going?

2 Why don't we play tennis sometime?
- **a** Can you explain why we don't play tennis?
- **b** Would you like to play tennis sometime?

3 My husband is really out of shape.
- **a** My husband doesn't exercise.
- **b** My husband exercises a lot.

4 I'm crazy about tennis.
- **a** I hate tennis.
- **b** I love tennis.

E Personalize Review time expressions. Look at page 62. List the activities you do . . .

every day	every weekend	once a week	once in a while	never

F Pair work Compare activities with a partner.

"What do you do every weekend?"

"Me? I go shopping."

LESSON 1

GOAL Plan an activity with someone

GRAMMAR *Can and have to*

can

Use can + the base form of a verb for possibility.

I **can go** out for dinner tonight. I don't have class in the morning.
I **can't play** golf today. I'm too busy.
She **can meet** us at the park, but her husband **can't**.
Can you **go** running tomorrow at three? (Yes, I can. / No, I can't.)

Remember: can + base form also expresses ability.
We **can speak** English.
They **can't play** piano.

have to

Use have to or has to + the base form of a verb for obligation.

She { **has to** / **doesn't have to** } meet her cousin at the airport.

They { **have to** / **don't have to** } work late tonight.

Do you **have to work** tomorrow? (Yes, I do. / No, I don't.)
Does he **have to go** to class? (Yes, he does. / No, he doesn't.)

Usage: When declining an invitation, use have to to provide a reason.
Sorry, I **can't**. I **have to work** late.

GRAMMAR BOOSTER ▸ p. 131
Can and have to:
• *Form and common errors*
• *Information questions*
Can and be able to:
• *Present and past forms*

A Grammar practice Read the sentences carefully. Then complete each sentence with can or have to.

1 I'd like to go out tonight, but we have a test tomorrow. I ..... (study).
2 Audrey ..... (not / meet) us for lunch today. She ..... (help) her boss write a report.
3 Good news! I ..... (not / work) late tonight. We ..... (go running) together at 6:00.
4 My sister ..... (not / go shopping) at the mall today. She ..... (go) to the doctor.
5 Henry ..... (go) to Toronto next week, so he ..... (not / play) golf with us.

B Pair work On a separate sheet of paper, write three questions using can and three questions using have to. Then practice asking and answering the questions with a partner.

PRONUNCIATION *Can / can't*

A 3:26 Listen to the pronunciation and stress of can and can't in sentences. Then listen again and repeat.

I **can** call you today. /kən/
I **can't** call you tomorrow. /kænt/

B 3:27 Listen to the statements and check can or can't. Then listen again and repeat each statement.

1	☐ can	☐ can't	3	☐ can	☐ can't	5	☐ can	☐ can't
2	☐ can	☐ can't	4	☐ can	☐ can't	6	☐ can	☐ can't

CONVERSATION MODEL

A 3:28 Read and listen to two people planning an activity together.

A: Hey, Phil. Why don't we go bike riding sometime?

B: Great idea. When's good for you?

A: Tomorrow at 3:00?

B: Sorry, I can't. I have to meet my sister at the airport.

A: Well, how about Sunday afternoon at 2:00?

B: That sounds fine. See you then.

B 3:29 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Plan an activity with someone

A Write your schedule for this weekend in the daily planner.

	Friday	Saturday	Sunday
9:00	go running	visit Mom	

Daily Planner

	Friday	Saturday	Sunday
9:00			
11:00			
1:00			
3:00			
5:00			
7:00			

B Pair work Now change the Conversation Model, using your daily planner. Then change roles.

A: Hey, ... Why don't we ..... sometime?

B: ..... . When's good for you?

A: .....?

B: Sorry, I can't. I have to ..... .

A: Well, how about .....?

B: ..... .

Don't stop!

- Make more excuses using can't and have to.
- Suggest other activities you can do together. (Use page 62 for ideas.)
- Discuss where to meet.

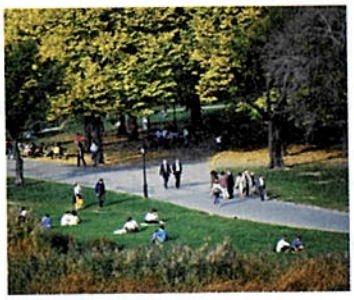
C Change partners Plan other activities. Use your daily planner to respond.

LESSON 2

GOAL Talk about habitual activities

VOCABULARY *Places for physical activities*

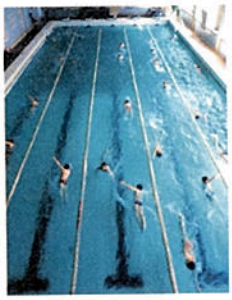
A 3:30 Read and listen. Then listen again and repeat.



a park

a gym

a track



a pool

an athletic field

a golf course

a tennis court

B Pair work Tell your partner what you do at these places.

> "I play soccer at the athletic field next to the school."

GRAMMAR *The present continuous and the simple present tense: Review*

The present continuous
(for actions in progress and future plans)

I'm making dinner right now.
They're swimming at the pool in the park.
He's meeting his friends for lunch tomorrow.

The simple present tense
(for frequency, habits, and routines)

I make dinner at least twice a week.
They usually swim at the pool on Tuesdays.
He hardly ever meets his friends for dinner.

Be careful!

Don't use the present continuous with frequency adverbs.

Don't say: ~~She's never playing tennis.~~

Don't use the present continuous with have, want, need, or like.

Don't say: ~~She's liking the gym.~~

GRAMMAR BOOSTER ▸ p. 133

- *Non-action verbs*
- *Placement of frequency adverbs*
- *Time expressions*

3:31 **Frequency adverbs**

100%	always
	almost always
	usually / often / generally
	sometimes / occasionally
	hardly ever
0%	never

A Grammar practice Complete the sentences. Use the simple present tense or the present continuous.

1 Brian can't answer the phone right now. ..... (He / study).

2 How often ..... (she / go) walking?

3 ..... (We / play) tennis this weekend.

4 ..... (He / lift) weights three times a week.

5 ..... (They / make) lunch. Can they call you back?

6 How often ..... (you / clean) the house?

7 ..... (I / do) aerobics every day.

8 ..... (She / go) shopping tonight.

B 3:32 **Listening comprehension** Listen to the conversations. Circle the frequency adverb that best completes each statement.

1 She (often / hardly ever / never) plays golf.

2 He (often / sometimes / always) goes to the gym four times a week.

3 She (often / sometimes / never) plays tennis in the park.

4 He (always / often / never) goes swimming.

5 She (always / sometimes / never) rides her bike on weekends.

CONVERSATION MODEL

A 3:33 Read and listen to two people talking about habitual activities.

A: Hey, Nancy. Where are you off to?

B: Hi, Trish. I'm going to the gym.

A: Really? Don't you usually go there on weekends?

B: Yes. But not this weekend.

A: How come?

B: Because this weekend I'm going to the beach.

B 3:34 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

C Find the grammar Look at the Conversation Model again. Underline one example of the simple present tense and two examples of the present continuous. Which one has future meaning?

NOW YOU CAN Talk about habitual activities

A Pair work Now change the Conversation Model, using places from the Vocabulary or other places. Then change roles.

A: Hey, ... Where are you off to?

B: Hi, ... I'm going to the ..... .

A: Really? Don't you usually go there on .....?

B: Yes. But not this ..... .

A: How come?

B: Because ..... I'm ..... .

Don't stop!

- Ask about the activities your partner does. What do you do at the ___?
- Invite your partner to do something. Why don't we ___ sometime?

B Change partners Practice the conversation again. Use a different place and activity.

LESSON 3

GOAL Discuss fitness and eating habits

BEFORE YOU LISTEN

Warm-up In your opinion, is it important for people to stay in shape? Why? What do people have to do to stay in shape?

LISTENING COMPREHENSION

A 3:35 **Listen for main ideas** Listen to people talking about their fitness and eating habits. Check the box if the person exercises regularly.

☐ Jessica Miller

☐ Juan Reyneri

☐ Naomi Sato

B 3:36 **Listen for details** Now listen again and circle the words that complete the statements.

Jessica Miller (walks / runs / swims) to stay in shape. She tries to avoid (fatty / salty / spicy) foods. She likes desserts, but she avoids (candy / chocolate / cookies). She always drinks a lot of (soda / juice / water).

To stay in shape, Juan Reyneri goes running and (does aerobics / lifts weights / goes swimming). He eats five or six (small / medium / large) meals each day. He usually avoids sodas and (chips / sweets / fries). He (often / occasionally / never) eats junk food.

Naomi Sato sometimes goes (walking / running / swimming). She doesn't have much time to (cook / exercise / eat). She eats (fish / meat / vegetables) once a week and lots of (soup / candy / salads).

C Discussion

1 Which of the people above do you think are in shape or out of shape? Explain.

2 Whose fitness and eating habits are like your own? Explain.

PRONUNCIATION *Third-person singular –s: Review*

A 3:37 Read and listen to the three third-person singular endings. Then listen again and repeat.

/s/	/z/	/ɪz/
sleeps	goes	watches
eats	plays	exercises
works	avoids	munches

B Pair work Take turns reading the statements in Exercise B. Listen for details, practicing third-person singular endings.

NOW YOU CAN Discuss fitness and eating habits

A Frame your ideas Take the health survey.

Are you in shape?

Check the statements that are true for you. Then add up your score.

1. ☐ **a** I exercise regularly.
   ☐ **b** I hardly ever exercise.
   ☐ **c** I never exercise.

2. ☐ **a** I always sleep six hours or more.
   ☐ **b** I usually sleep five hours or more.
   ☐ **c** I never sleep more than four hours.

3. ☐ **a** I avoid junk food.
   ☐ **b** I sometimes eat junk food.
   ☐ **c** I eat a lot of junk food.

4. ☐ **a** I hardly ever eat sweets.
   ☐ **b** I sometimes eat sweets.
   ☐ **c** I eat too many sweets.

5. ☐ **a** I hardly ever watch TV.
   ☐ **b** I sometimes watch TV.
   ☐ **c** I watch a lot of TV.

Score

Each **a** answer = **10 points**
Each **b** answer = **5 points**
Each **c** answer = **0 points**

Total points = ____

Points

40–50	You're in great shape!
30–35	Not bad!
20–25	You can do more!
0–15	You're a couch potato!

B Pair work Compare your answers and scores on the survey.

C Group work Walk around the classroom and ask questions. Write names and take notes on the chart.

Don't stop!
Ask for more information.

Why are you out of shape?
What junk foods do you eat?
Where do you exercise?

Find someone who . . .	Name	Other information
is in great shape.	Dan	goes running every day

Find someone who . . .	Name	Other information
is in great shape.		
is out of shape.		
eats a lot of junk food.		
avoids sweets.		
avoids fatty foods.		
never sleeps more than four hours.		

D Discussion Now discuss fitness and eating habits. Tell your classmates about the people on your chart.

"Dan is in great shape. He goes running every day."

LESSON 4

GOAL Describe someone's routines

BEFORE YOU READ

Preview Look only at the titles, photos, and captions. What do these two people have in common? What do you think they have to do in order to participate successfully in their sports?

READING

3:38

When You Think You Can't . . .

Mark Zupan

A terrible accident in 1993 made Mark Zupan a quadriplegic and changed his life forever. He cannot move his arms or legs normally, and he has to take medication so his legs don't shake. However, after a lot of hard work, he can now use his arms to move his wheelchair, and he can even stand for a short time and take a few slow steps. Zupan—or Zup to his friends—plays quad rugby—a sport for people in wheelchairs. He's a quad rugby champion, winning a gold medal in the 2008 Paralympic Games. "I dream about running all the time," he says, "but you can't live in the past."

Today, Zupan gives talks and raises money for his sport. Anyone who spends time with him forgets that he's in a wheelchair. He lifts weights at the gym every day, drives a car, and goes to rock concerts. "A lot of people think quadriplegics can't do anything," he says. To stay in shape, Zupan is careful about his diet and avoids unhealthy and fatty foods. "Just think of me as a human being and an athlete. Because that's who I am."

The 2005 movie *Murderball* made Zupan a star.

Bethany Hamilton

Surfer Bethany Hamilton had a dream. She wanted to be a champion in her sport. But in 2003, she lost her left arm when she was attacked by a shark in Hawaii. Three weeks later, she was surfing again. Because she can only use one arm, she has to use her legs more to help her go in the right direction. She's a strong competitive surfer, winning first place in 2005 in the NSSA National Championships. She appears on TV and writes books about her experience.

Hamilton wants to help other people follow their dreams, even when they face great difficulties. "People can do whatever they want if they just set their hearts to it, and just never give up . . . Just go out there and do it," she says.

Hamilton was attacked by a tiger shark in 2003.

Sources: *Gimp,* HarperCollins, 2006 and cnn.com

A Infer information Complete the paragraph about Mark Zupan. Use can, can't, or has to.

Zupan ..... (1) spend most of his time in a wheelchair, but he ..... (2) stand up or take a few steps for a short time. He ..... (3) go walking or running, but he ..... (4) play quad rugby. He ..... (5) be careful about his diet so he doesn't get out of shape. He doesn't have complete use of his hands, but he ..... (6) lift weights. He ..... (7) drive a car using his feet, but he ..... (8) use his hands. A lot of people think quadriplegics ..... (9) do anything, but Zupan proves that they ..... (10).

B Summarize First, complete the paragraph about Hamilton. Use the simple present tense or the present continuous. Then on a separate sheet of paper, write a similar paragraph, summarizing Mark Zupan's routines.

When she surfs, Hamilton ..... (1 use) her legs to help her go in the right direction. She ..... (2 compete) regularly with the world's top woman surfers, and sometimes she ..... (3 win). In the photo on page 70, she ..... (4 stand) next to her surfboard, and she ..... (5 smile) because she ..... (6 surf) again now. Hamilton ..... (7 want) to help other people with difficult experiences follow their dreams.

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Describe someone's routines

A Notepadding Write some notes about your daily routines.

List some things you usually do . . .	List some things you . . .
• in the morning.	• can't do every day. Explain why.
• in the afternoon.	• have to do every day. Explain why.
• in the evening.	• don't have to do every day. Explain why.

B Pair work Interview your partner about his or her daily routines.

"What are some things you usually do in the morning?"

C Group work Now describe your partner's daily routines to your classmates.

My partner usually gets up at 7:00. But, on Saturdays, she doesn't have to get up early.

Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciation

A 3:39 **Listening comprehension** Listen to the conversations. Check the statements that are true.

1 ☐ He doesn't exercise regularly.
☐ He avoids junk food.
☐ He never watches TV.

2 ☐ She's in great shape.
☐ She hardly ever goes swimming.
☐ She exercises regularly.

3 ☐ He exercises regularly.
☐ He has to be careful about calories.
☐ He can eat everything he wants.

4 ☐ Heeley can't use his legs.
☐ Heeley can't see.
☐ Heeley doesn't need help.

B What activities can you do in these places? Write sentences with can.

an athletic field	I can play . . .
a gym	
a park	

C Choose the best response.

1 "Why don't we go swimming tomorrow?"
a Well, have a great time. **b** Sorry, I can't. I have to work.

2 "Why don't we meet at 8:00?"
a Great! When's good for you? **b** Sure. Sounds great.

3 "What are you up to?"
a I can't. I have to meet my sister. **b** I'm having dinner.

D Answer the questions with real information. Use the simple present tense or the present continuous in your answer.

3:40/3:41 **Top Notch Pop** "A Typical Day" Lyrics p. 150

1 How often do you go to English class?
YOU .....

2 What do you usually do on weekends?
YOU .....

3 What are you doing this weekend?
YOU .....

E Writing On a separate sheet of paper, write an interview in which someone asks you about your exercise and health habits.

Q: What do you do to stay in shape?
A: Well, I run every morning and I lift weights.
Q: Where do you usually . . . ?

WRITING BOOSTER ▸ p. 145
- *Punctuation of statements and questions*
- *Guidance for Exercise E*

ORAL REVIEW

Contest Form teams. Create questions about the people's activities for another team to answer. (Teams get one point for each correct question and one point for each correct answer.) For example:

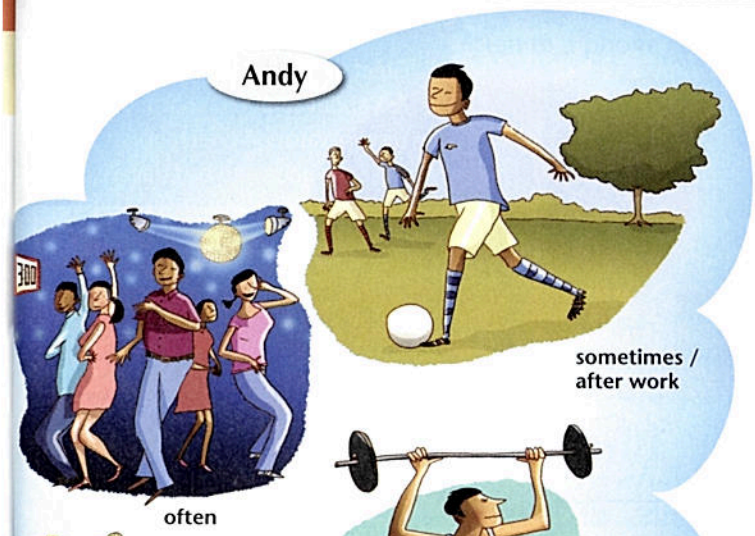
Q: How often does Andy eat junk food?
A: Hardly ever.

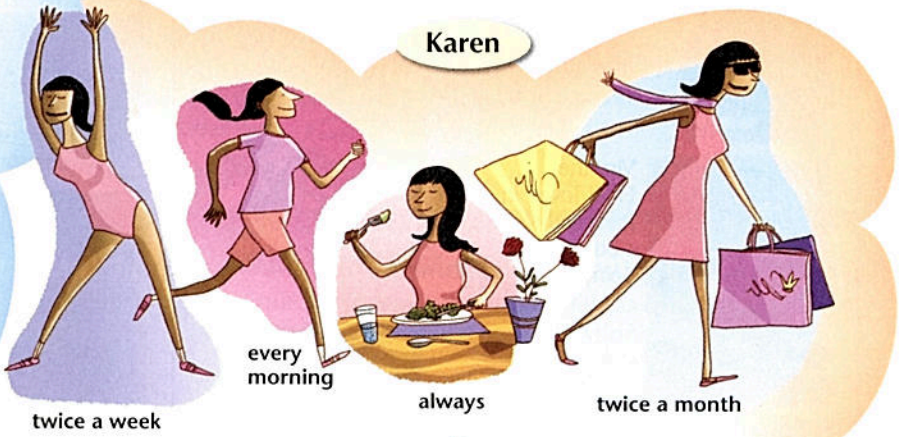
Pair work Make false statements about the activities in the planners. Your partner corrects your statements. For example:

A: Karen is having breakfast with her mom at nine on Saturday.
B: That's not right. They're having breakfast at ten.

Role play Create a conversation for Andy and Karen. Using the two planners, make plans to get together to do something. Use this language:

Why don't we . . . ? Sorry, I can't. I have to . . .





ANDY'S PLANNER	
Sat	
9	breakfast with Craig
10	
11	meet Dad at airport
12	
Sun	
9	breakfast with Dad
10	
11	do laundry
12	

KAREN'S PLANNER	
Sat	
9	
10	breakfast with Mom
11	
12	lunch with Diane
Sun	
9	
10	meet Diane at pool
11	
12	lunch with Pat

NOW I CAN...

- ☐ Plan an activity with someone.
- ☐ Talk about habitual activities.
- ☐ Discuss fitness and eating habits.
- ☐ Describe someone's routines.

UNIT 7

On Vacation

Preview

GOALS After Unit 7, you will be able

1 Greet someone arriving from a trip.
2 Ask about someone's vacation.
3 Discuss vacation preferences.
4 Describe good and bad travel experie

TRAVEL SPECIALS *Guaranteed! Your money refunded if your flight or cruise is canceled.*

Tour Europe in 10 days

Fly to London on July 15.

Take pictures at London's Buckingham Palace.

Visit the Eiffel Tower in Paris and ride a boat on the Seine.

Go shopping in Milan. Explore the ruins of the Coliseum in Rome.

See Copenhagen's Little Mermaid statue.

Enjoy Vienna's famous desserts. Walk along the old Berlin Wall.

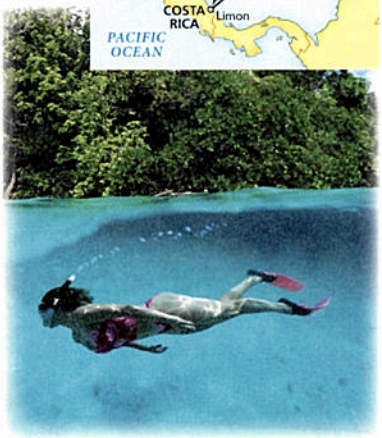
Fly back home on July 25.

10-night Caribbean Cruise

Leave from Miami on July 15.

Swim in our heated pool … or just lie in the sun all day. Eat in our excellent restaurants. And at night, watch a movie or a show … or go dancing!

Go windsurfing in Montego Bay.



Go snorkeling in Cozumel. Explore a beautiful beach in Costa Rica.

Return to Miami on July 25.

A Pair work Complete the chart by writing tour or cruise. Then discuss your answers with a partner.

In your opinion, which travel special would be good for someone who likes . . .		
history? _____	family activities? _____	entertainment? _____
culture? _____	physical activities? _____	good food? _____

B Discussion Which vacation would you like to take? Why?

C 4:02 **Photo story** Read and listen to a phone call from someone returning from a trip.

Cindy: Hi, Rick. I'm home!

Rick: Cindy! When did you get back?

Cindy: Just yesterday.

Rick: And did you have a good time?

Cindy: I just loved it. I really needed a vacation!

Rick: So, tell me all about your cruise!

Cindy: Well, the people were really great. The food was incredible. And the weather was perfect.

Rick: And what did you do all day?

Cindy: Plenty. In Montego Bay, I went windsurfing. And I had a lot of fun snorkeling in Cozumel.

Rick: Cool!

Cindy: But most of the time I just enjoyed the sun and did absolutely nothing!

Rick: Now that's my kind of vacation!

Cindy: I can't wait for the next one.

Rick: Well, welcome home.

D Focus on language Look at the underlined words and expressions in the Photo Story.

1 Find an expression that means "come home."

.....

2 Find three words that mean "very good."

.....

.....

.....

E Think and explain Complete the statements.

1 When Rick says, "Now that's my kind of vacation!" he means .....

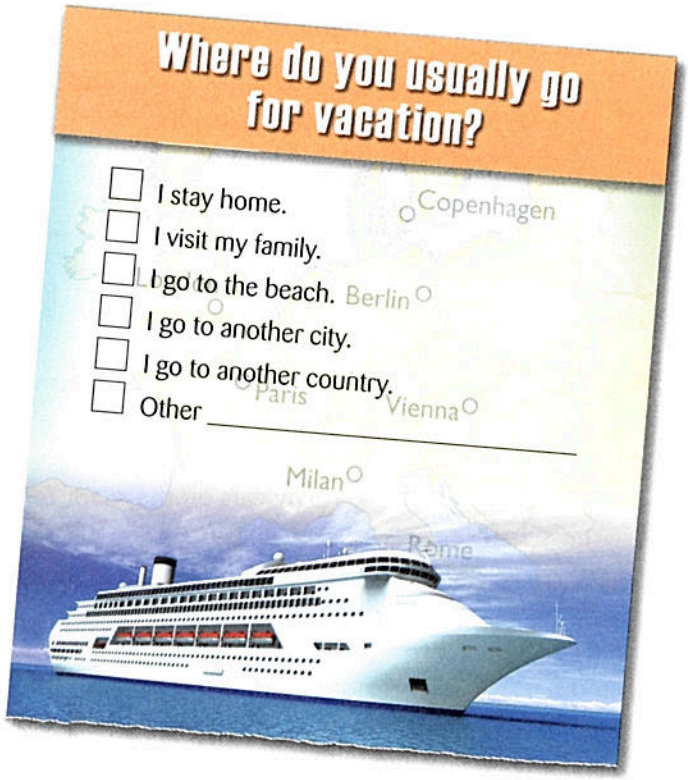
.....

2 When Cindy says, "I can't wait for the next one," she means .....

.....

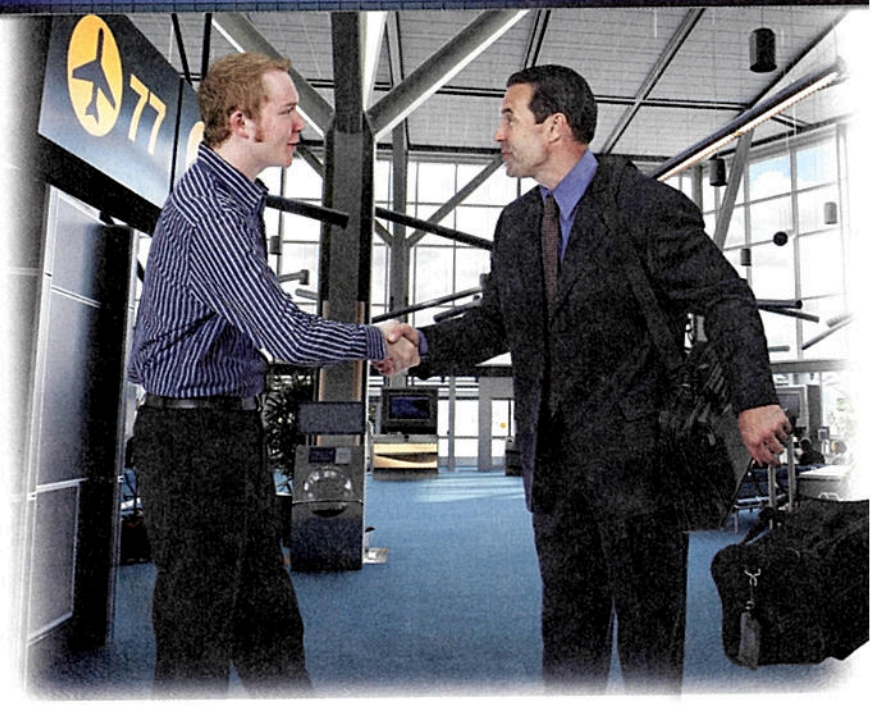
F Discussion Which part of Cindy's vacation is "your kind of vacation"?

G Pair work Complete the questionnaire. Then tell your partner what you usually do on your vacations. Ask about your partner's vacations.



LESSON 1

GOAL Greet someone arriving from a trip



CONVERSATION MODEL

A 4:03 Read and listen to someone greeting a person arriving from a trip.

A: Welcome back!
B: Thanks.
A: So, how was the flight?
B: Pretty nice, actually.
A: That's good. Can I give you a hand?
B: That's OK. I'm fine.
A: Are you sure?
B: Absolutely. Thanks!

B 4:04 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *The past tense of be: Review*

I He She It	was wasn't	on time.	We You They	were weren't	late.

Contractions
wasn't = was not
weren't = were not

Questions

Was your flight long? (Yes, it was. / No, it wasn't.)
Were your friends with you? (Yes, they were. / No, they weren't.)

How **was** the traffic? (It was terrible.)
How long **were** you away? (Two weeks.)

GRAMMAR BOOSTER ▸ p. 134
• *The past tense of be: form*

A Find the grammar Look at the Photo Story on page 75. Find three examples of the past tense of be.

B Grammar practice Complete the conversations with the affirmative or negative past tense of be.

1 A: Welcome back! How ..... the drive?
B: Not great. The traffic ..... really awful. There ..... so many cars on the road!
A: Too bad. ..... you alone?
B: No. My brother ..... with me.

2 A: Did you just get in?
B: Yes. My flight ..... a little late.
A: ..... there a lot of people on the plane?
B: No, there ..... .

3 A: Where ..... you last week?
B: We ..... on a cruise.
A: Really? How ..... it?
B: It ..... pretty short. Only three days!

4 A: So, how ..... your parents' trip?
B: Actually, it ..... too great.
A: What happened?
B: Their train ..... four hours late, so they ..... really tired.

VOCABULARY *Adjectives to describe trips*

4:05

A Read and listen. Then listen again and repeat.

It was so **comfortable**.

It was quite **scenic**.

It was really **boring**.

Intensifiers
so
pretty
really
quite
very
kind of
rather

It was kind of **bumpy**.

It was pretty **scary**.

It was rather **short**. / It was very **long**.

B Pair work Use the adjectives and intensifiers in the Vocabulary to describe a trip you took.

"Last year, I went to a small town in the mountains. The bus trip was very bumpy."

Types of trips
a flight
a drive
a [bus / train] trip
a cruise

NOW YOU CAN Greet someone arriving from a trip

A Pair work Greet someone arriving from a trip. Change the Conversation Model, using the adjectives and intensifiers and the past tense of be. Then change roles.

A: Welcome back!
B: ..... .
A: So, how was the .....?
B: ....., actually.
A: That's ..... . Can I give you a hand?
B: ..... .

Responses
comfortable, scenic, short } That's good!
boring, bumpy, scary, long } That's too bad!

Don't stop! Ask your partner other questions about the trip:
Were there a lot of people on the ___ ?
How long was the ___ ?

B Change partners Greet someone arriving from another type of trip. Use other adjectives from the Vocabulary. Ask more questions.

LESSON 2

GOAL Ask about someone's vacation

GRAMMAR *The simple past tense: Review*

I / She / It / They } **arrived** at three.
I / She / It / They } **didn't arrive** until six.

Did he **have** a good time? (Yes, he did.)
Did they **cancel** your flight? (No, they didn't.)

Where **did** you **go**? (We went to Italy.)
When **did** they **get back**? (On Tuesday.)
What **did** she **do** every day? (She visited museums.)
How many countries **did** you **see**? (Three.)

Regular verbs: spelling

+ ed	+ d	+ ied
visited	arrived	study → studied
watched	changed	try → tried
played	liked	

4:06 **Some irregular verbs**

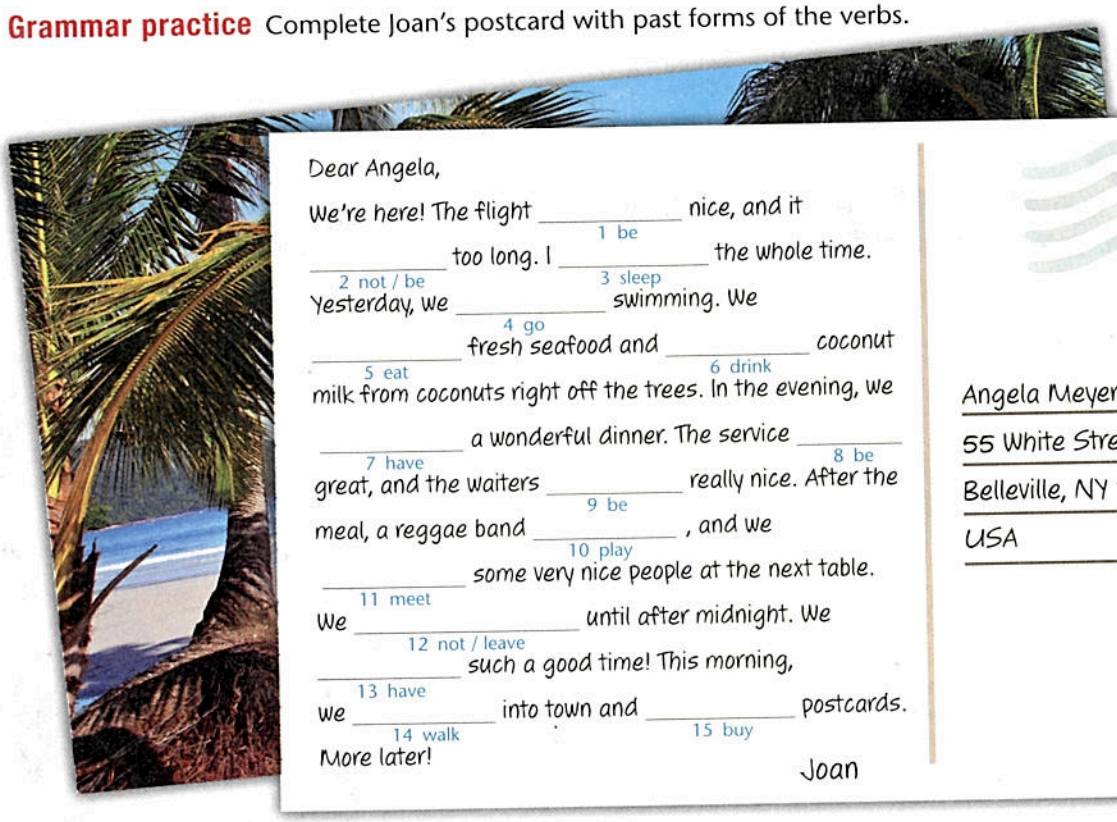
buy	**bought**	find	**found**	leave	**left**	sleep	**slept**
come	**came**	fly	**flew**	lose	**lost**	spend	**spent**
do	**did**	get	**got**	meet	**met**	steal	**stole**
drink	**drank**	go	**went**	ride	**rode**	swim	**swam**
eat	**ate**	have	**had**	see	**saw**	take	**took**

See page 122 for a more complete list.

GRAMMAR BOOSTER ▸ p. 135
• *The simple past tense: more on spelling, usage, and form*

A Find the grammar Look at the Photo Story on page 75.
Circle all the verbs in the simple past tense. Which are irregular verbs?

B Grammar practice Complete Joan's postcard with past forms of the verbs.



Dear Angela,

We're here! The flight _____ (1 be) nice, and it _____ (2 not / be) too long. I _____ (3 sleep) the whole time. Yesterday, we _____ (4 go) swimming. We _____ (5 eat) fresh seafood and _____ (6 drink) coconut milk from coconuts right off the trees. In the evening, we _____ (7 have) a wonderful dinner. The service _____ (8 be) great, and the waiters _____ (9 be) really nice. After the meal, a reggae band _____ (10 play), and we _____ (11 meet) some very nice people at the next table. We _____ (12 not / leave) until after midnight. We _____ (13 have) such a good time! This morning, we _____ (14 walk) into town and _____ (15 buy) postcards.

More later!

Joan

Angela Meyer
55 White Street
Belleville, NY 10514
USA

C Pair work Write five questions about Joan's vacation, using the simple past tense.
Then practice asking and answering your questions with a partner.

Example:

What did she do on the flight?

1 .....
2 .....
3 .....
4 .....
5 .....

D Grammar practice Imagine that you just got back from one of the vacations on page 74. On a separate sheet of paper, write at least five sentences describing what you did, using the simple past tense.

We left Miami on July 15. . . .

PRONUNCIATION *The simple past tense ending: Regular verbs*

4:07 Listen to the pronunciation of the simple past tense ending –ed. Then listen again and repeat. Practice saying each word on your own.

/d/	/t/	/ɪd/
played	watched	visited
rained	cooked	needed
called	stopped	waited

Be careful!
rained = /reɪnd/ NOT /reɪnɪd/
watched = /watʃt/ NOT /watʃɪd/

CONVERSATION MODEL

A 4:08 Read and listen to someone describing a vacation.

A: Were you on vacation?
B: Yes, I was. I went to Paris.
A: No kidding! Did you have a good time?
B: Fantastic. I stayed in a really nice hotel and ate at some wonderful restaurants.
A: That sounds nice. Tell me more.

B 4:09 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Ask about someone's vacation

A Pair work Change the Conversation Model, using the vacation ads and positive adjectives. Then change roles.

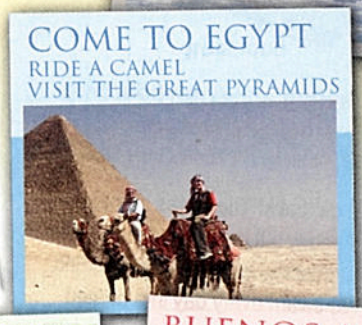
A: Were you on vacation?
B: Yes, I was. I ..... .
A: .....! Did you have a good time?
B: ..... . I ..... and ..... .
A: That sounds ..... . Tell me more.

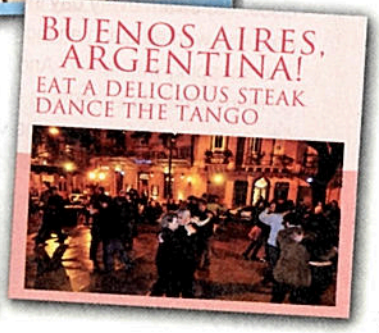
Positive adjectives

incredible	terrific
fantastic	wonderful
great	perfect

Don't stop! Ask and answer more questions, using the simple past tense.

Did you ___? Where ___?
What ___? When ___?





B Change partners Practice the conversation again about a different vacation.

LESSON 3

GOAL Discuss vacation preferences

BEFORE YOU READ

A 4:10 **Vocabulary** • *Adjectives for vacations* Read and listen. Then listen again and repeat.

It was **relaxing.**

It was **exciting.**

It was **interesting.**

It was **unusual.**

Also remember:
boring fantastic
cool scenic

B Pair work Use the Vocabulary to describe one of your vacations.

"Last year, I went to the beach. It was so relaxing."

READING

4:11

World Traveler *Did you have a good time?*

Our readers share their experiences on our most popular vacation packages.

Go skiing and snowboarding in Valle Nevado

Just 60 kilometers / 37 miles from Santiago

"We just got back! There was nothing but sun and snow, but there was plenty to do. We went dancing every night in a terrific disco. We swam every day in a heated pool and worked out in an incredible gym. The shopping was terrific! And there were so many great restaurants to choose from. Oh, and I almost forgot . . . the views of the Andes Mountains were amazing!"

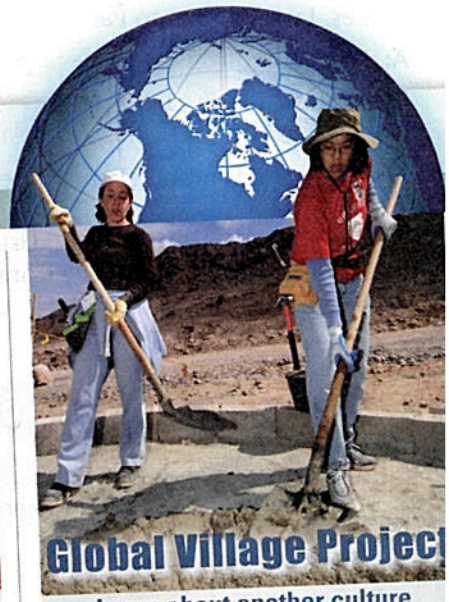
—Alison Nack, Montreal, Canada

Enjoy some of the world's top spas

Luxury and service at prices you can afford

"Back home, we work very hard, and we really needed a vacation. The staff at the spa knew just how to take care of us. My wife and I got wonderful massages and other spa treatments. They even put hot rocks on our backs! We enjoyed excellent healthy meals every day. We loved our spa vacation in Thailand. It was really hard to come back home!"

—Kenji Watanabe, Nagoya, Japan



Learn about another culture and help the world

No experience necessary

"My vacation in Tajikistan lasted twenty-six days, and we helped to build new homes for ten of those days. The other days we went sightseeing and bought souvenirs. T people were incredibly nice, and I loved th food. There were twelve other volunteers this trip. The work was actually fun, and w got to know each other really well. In the we felt really good. I'd definitely do it agai

—Arturo Manuel Reyes, Monterrey, Mexic

Sources: skitotal.com; spastay.com; habitat.org

A Activate language from a text Find the expressions below in the Reading. Then use them to talk about a vacation you took.

- "There was plenty to do."
- "It was really hard to come back home."
- "I'd definitely do it again."

"In 2004 I went on a cruise. There was plenty to do. I went swimming and . . ."

B Draw conclusions Choose a vacation package from page 80 for each person. Explain your reasons.

"I love to meet new people and learn how to do new things."

"I love sports. I always like to do something new and exciting."

"I like to go to places where other people don't go—off the beaten path."

"I need a vacation where I don't have to do anything."

C Identify supporting details Now choose one of the vacations for yourself. Explain why you chose it. Use the Vocabulary on page 80.

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss vacation preferences

A Frame your ideas Complete the questionnaire. Then compare answers with a partner.

Need a Vacation? Check all your preferences:

How often do you go on vacation? ☐ never ☐ once or twice a year ☐ more than twice a year

I prefer vacations that are . . .

- ☐ relaxing
- ☐ exciting
- ☐ interesting
- ☐ unusual
- ☐ inexpensive
- ☐ scenic
- ☐ other _____

I like vacations with . . .

- ☐ lots of history and culture
- ☐ nature and wildlife
- ☐ sports and physical activities
- ☐ family activities
- ☐ great entertainment
- ☐ people who speak my language
- ☐ top-notch hotels
- ☐ great food
- ☐ warm weather
- ☐ beautiful beaches
- ☐ friendly people
- ☐ other _____

Do you need a vacation right now? ☐ Not really. ☐ Maybe. ☐ You bet I do!

B Discussion Now discuss your vacation preferences. Tell your classmates what's important to you.

"For me, warm weather and great entertainment are pretty important."

LESSON 4

GOAL Describe good and bad travel experiences

BEFORE YOU LISTEN

A 4:12 **Vocabulary** • *Bad and good travel experiences* Read and listen. Then listen again and repeat.

Bad experiences

The weather was **horrible.** / **awful.** / **pretty bad.** / **terrible.**

The people were **unfriendly.** / **cold.**

They lost my luggage.

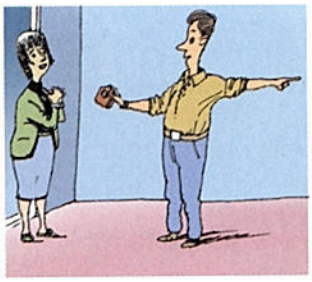
Someone stole my wallet.

Good experiences

The weather was **amazing.** / **fantastic.** / **terrific.** / **wonderful.**

The people were **friendly.** / **warm.**

They found my luggage.



Someone returned my wallet.

B Look at the pictures. Complete the sentences.

1 Someone stole my purse.

2 The food ..... .

3 The waiters .....

4 The entertainment ..... .

5 ..... my luggage.

LISTENING COMPREHENSION

A 4:13 **Listen for main ideas** Listen to the conversations. Check whether, at the end of the vacation, the person had a good experience or a bad one.

1 ☐ a good experience ☐ a bad experience
2 ☐ a good experience ☐ a bad experience
3 ☐ a good experience ☐ a bad experience
4 ☐ a good experience ☐ a bad experience

B 4:14 **Listen for details** Listen again and complete the statements about each vacation.

1 The food was really (good / bad).
The room was (great / terrible).
The entertainment was really (good / bad).

2 The hotel was (terrible / terrific).
Someone stole their (luggage / car).
Disney World was (horrible / wonderful).

3 He didn't have any more (clothes / money).
The people were very (nice / cold).
The hotel was (great / terrible).
Someone stole his (passport / laptop).

4 The food was (great / awful).
The people were (cold / nice).
The vacation was too (short / long).

NOW YOU CAN Describe good and bad travel experiences

A Notepadding Make a list of some of your good and bad travel experiences.

Good experiences	Bad experiences
I went to Bangkok, and the people were really friendly.	When I went to Los Angeles, they lost my luggage.

Good experiences	Bad experiences

Ideas
- the trip
- the weather
- the food
- the service
- the hotels
- the people
- the activities
- your luggage

B Pair work Now tell your partner about the good and bad travel experiences you listed. Ask questions about your partner's experiences.

Be sure to recycle this language.

Ask
How was the ___ ?
What did you ___ ?
When did you ___ ?
How many ___ did you ___ ?
Tell me about ___ .

Respond
That's good.
That's great!
No kidding!
Oh, no!
That's too bad.
I'm sorry to hear that.

Describe
I had a ___ time.
The [flight] was ___ .
The ___ drove me crazy.
The ___ didn't work.
I was in the mood for ___ , but ___ .
They didn't accept credit cards.

Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciation

A 4:15 **Listening comprehension** Listen to each person describing a travel experience. Write the number of the speaker in the box for the type of trip he or she took.

☐ a drive ☐ a train trip ☐ a flight ☐ a beach vacation

B 4:16 Listen again. Circle the adjective that best describes each experience.

1 Her trip was very (short / scary / scenic).
2 His trip was quite (scary / unusual / relaxing).
3 Her trip was pretty (short / scary / boring).
4 His trip was really (short / scenic / boring).

C Complete each conversation with a question in the simple past tense.

1 A: ..... on vacation?
B: We went to Greece.
2 A: ..... stay there?
B: Two weeks.
3 A: ..... every day?
B: We walked along the beach and enjoyed the sun.
4 A: ..... get back home?
B: Last night.

D Complete each statement or question about vacations. Use the past tense form.

1 (we / buy) ..... a lot of fantastic things on our vacation.
2 (where / you / eat) ..... dinner last night?
3 (we / sleep) ..... right on the beach. (it / be) .....
so relaxing.
4 (my sister / get back) ..... last weekend. (she / have)
..... an amazing time.
5 (my friend / eat) ..... some rather good food on her trip to Hong Kong.
6 (when / she / arrive) ..... at the hotel?
7 (I / have) ..... a terrible time. (the people / be)
.....quite unfriendly.
8 (we / see) ..... an interesting play in London. And (it / be)
..... pretty inexpensive.
9 (my wife and I / go running) ..... every morning
on the beach during our vacation.
10 (my brother / meet) ..... some unusual people on his trip.

E **Writing** On a separate sheet of paper, write about a vacation you took. Answer these questions.

- Where did you go?
- How was the travel?
- How was the weather?
- What did you do?
- Did you have a good time?

WRITING BOOSTER ▸ p. 145
- *Time order*
- *Guidance for Exercise E*

4:17/4:18 ***Top Notch Pop***
"My Dream Vacation"
Lyrics p. 150

In 2010, I went on a great trip to . . .

ORAL REVIEW

Contest Form two teams. Each team takes turns making a statement about the vacation, using the simple past tense. Continue until one team cannot say anything more. (Each team has thirty seconds to make a statement.)

Role play Create a conversation for the two women on February 5. Start like this:

Were you on vacation?

Pair work Choose one of the vacation pictures. Create a conversation. Start with one of these, or your own idea:

- *Can I give you a hand?*
- *Excuse me!*
- *This bed is terrible!*
- *This is so relaxing.*

January 15

January 17-22

February 5

NOW I CAN...

- ☐ Greet someone arriving from a trip.
- ☐ Ask about someone's vacation.
- ☐ Discuss vacation preferences.
- ☐ Describe good and bad travel experiences.

UNIT 8

Shopping for Clothes

Preview

GOALS After Unit 8, you will be abl

1 Shop and pay for clothes.
2 Ask for a different size or color.
3 Navigate a mall or department store
4 Discuss clothing do's and don'ts.

Lannie Trainor CATALOGUE

Visit us online for seasonal clothing at: **LannieTrainor.com**, or call us toll-free at 1-800-555-7800

OUTERWEAR pages 4–7

jackets

sweaters

gloves

UNDERWEAR & LINGERIE pages 16–19

men's boxers

bras

panties

HOSIERY pages 8–11

socks

tights

pantyhose

BAGS & ACCESSORIES pages 20–21

purses

belts

SLEEPWEAR pages 12–15

men's and women's pajamas

women's nightgowns

bathrobes

ATHLETIC WEAR pages 22–25

running shoes

shorts

running pants

"Excellent selection! No one has more brands than Lannie Trainor."
Anita López
San Juan, Puerto Rico

"Lannie Trainor provides great service! Every product arrives in great condition. You can return anything you don't like, no questions asked."
Rebecca Gladstone
Saint Paul, Minnesota U.S.A.

"Very affordable. I love those low, low prices. I saved a bundle of money."
Walter Weller
Frankfurt, Germany

A 4:19 **Vocabulary** • *Clothing departments* Listen and repeat.

B Discussion What clothes are good to buy from a catalogue? What do you like to buy from a store? Why?

"I like to buy running shoes from a store because I want to be sure the size is right."

C Photo story

4:20 Read and listen to a conversation between a clerk and a customer about a sweater the customer wants to buy.

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures and language backgrounds

Shopper: Excuse me. How much is that V-neck?

Clerk: This red one? It's $55.

Shopper: That's not too bad. And it's really nice.

Shopper: Could I get it in a larger size?

Clerk: Here you go. This one's a medium. Would you like to try it on?

Shopper: No, thanks. I'll just take it. It's a present for my sister. Would you be nice enough to gift wrap it for me?

Clerk: Of course!

Shopper: Chinese speaker; Clerk: Russian speaker

D Think and explain

Complete each statement. Then explain your answer.

1 The shopper wants to know the ..... of the sweater.
a price b size
How do you know? She says,
" How much is that V-neck? "

2 She asks the clerk for ..... .
a another color b another size
How do you know? The shopper says,
" ..... "

3 The clerk brings the shopper a ..... .
a different size b different color
How do you know? The clerk says,
" ..... "

4 The sweater is ..... .
a for the shopper b for a different person
How do you know? The shopper says,
" ..... "

E Focus on language

Complete each statement with a quotation from the Photo Story.

1 The shopper says, " ..... " to get the clerk's attention.
2 The shopper says, " ..... " to say that the price of the sweater is OK.
3 The clerk says, " ..... " when she gives the shopper the second sweater.

F Personalize

What's important to you when you shop for clothes? Complete the chart.

	Not important	Important	Very important
Prices	○	○	○
Brands	○	○	○
Selection	○	○	○
Service	○	○	○

G Discussion

Compare charts with your classmates. Explain your reasons.

LESSON 1

GOAL Shop and pay for clothes

VOCABULARY *Types of clothing and shoes*

4:21 Read and listen. Then listen again and repeat.

casual clothes

① jeans ② a T-shirt
③ a sweatshirt ④ a polo shirt
⑤ sweatpants

sweaters and jackets

① a crewneck ② a cardigan
③ a turtleneck ④ a V-neck
⑤ a windbreaker ⑥ a blazer

shoes

① oxfords ② loafers
③ sandals ④ running shoes
⑤ pumps ⑥ flats

GRAMMAR *Uses of object pronouns*

Subject pronouns		Object pronouns
I	→	me
you	→	you
he	→	him
she	→	her
it	→	it
we	→	us
they	→	them

As direct objects

direct object (noun)		direct object (pronoun)
I want **the cardigan**.	→	I want **it**.
I love **these pumps**.	→	I love **them**.

In prepositional phrases

prepositional phrase (with nouns)		prepositional phrase (with pronouns)
We gave the V-neck **to Jane**.	→	We gave the V-neck **to her**.
He's buying a blazer **for his wife**.	→	He's buying a blazer **for her**.

In a sentence with both a direct object and a prepositional phrase, the direct object comes first.

We gave **the hat to Jane**. NOT We gave ~~to Jane the hat~~.
He's buying **it for her**. NOT He's buying ~~for her it~~.

GRAMMAR BOOSTER ▸ p. 136
• *Direct and indirect objects: usage*

A Grammar practice First, underline the direct object in each sentence. Then complete each conversation, replacing the direct object noun or noun phrase with an object pronoun.

1 A: Did you buy the green sweatpants?
B: Yes, I bought *them* .

2 A: Don't you love these cool windbreakers?
B: Yes, I really love ..... .

3 A: Should I buy this crewneck over here?
B: No, don't buy ..... .

4 A: Did you see the blue polo shirts?
B: Yes, I saw ..... on that rack.

5 A: Does your daughter want this cardigan?
B: Yes, she wants ..... .

6 A: Who did she give the old jacket to?
B: She gave ..... to me.

B Grammar practice Unscramble the words and phrases to write statements.

1 I / it / for her / am buying .....
2 they / them / for us / are getting .....
3 please / it / to me / give .....
4 for my son-in-law / I / them / need .....
5 it / he / is / finding / for me .....

CONVERSATION MODEL

A 4:22 Read and listen to a conversation in which someone is paying for clothes.

A: I'll take these polo shirts, please.
B: Certainly. How would you like to pay for them?
A: Excuse me?
B: Cash or charge?
A: Charge, please. And could you gift wrap them for me?
B: Absolutely.

B 4:23 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

C Find the grammar Find and circle all the object pronouns in the Conversation Model.

NOW YOU CAN Shop and pay for clothes

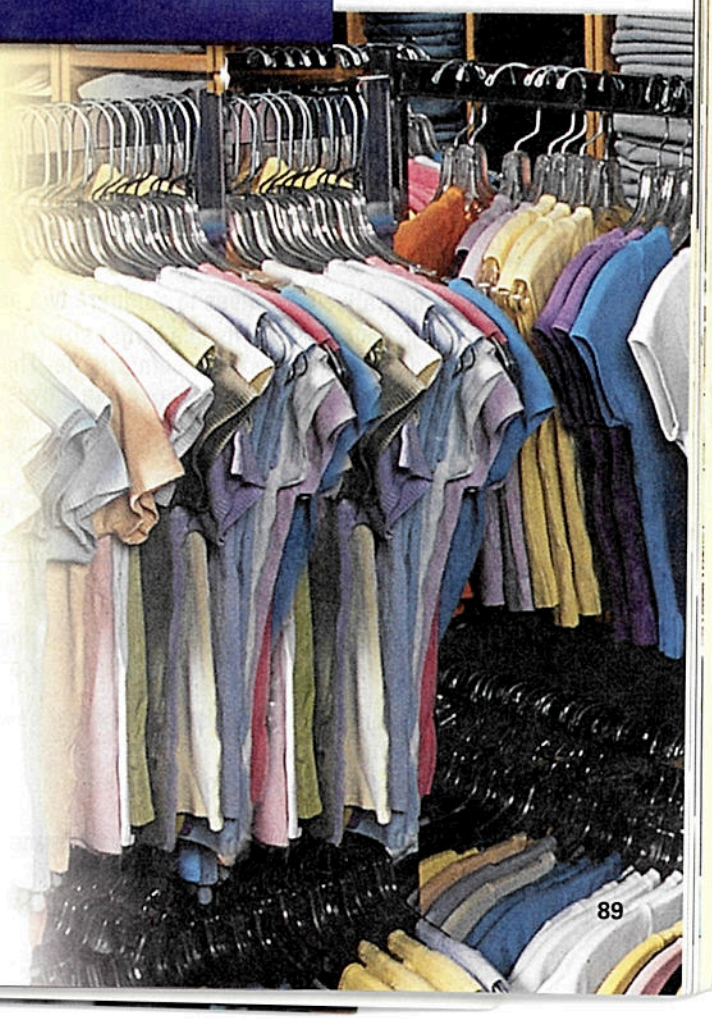
A Look at the Vocabulary on page 88, and look back at the clothing catalogue on page 86. Choose three items of clothing you'd like to buy for yourself or as gifts.

B Pair work Change the Conversation Model to buy one of the things you chose. Use the correct object pronouns. Then change roles.

A: I'll take ....., please.
B: ..... . How would you like to pay for .....?
A: Excuse me?
B: Cash or charge?
A: ....., please. And could you gift wrap ..... for me?
B: ..... .

Don't stop!
Before you pay, ask about other clothing.

C Change partners Create another conversation. Use different articles of clothing.



LESSON 2

GOAL Ask for a different size or color

VOCABULARY *Clothing that comes in "pairs"*

A 4:24 Read and listen. Then listen again and repeat.

(a pair of) gloves
(a pair of) pantyhose
(a pair of) tights
(a pair of) panties
(a pair of) pajamas
(a pair of) shorts
(a pair of) pants
(a pair of) boxers
(a pair of) briefs
(a pair of) socks

B 4:25 **Listening comprehension** Listen to the conversations. Infer the department each shopper should go to.

1 She should go to ..... .
2 She should go to ..... .
3 She got them in ..... .
4 They're in ..... .

Departments
Men's underwea
Athletic wear
Outerwear
Lingerie
Sleepwear
Hosiery

GRAMMAR *Comparative adjectives*

Use comparative adjectives to compare two people, places, things, or ideas.

Do you have these pants in a **larger** size? This pair is a little tight.
I need shoes that are **more comfortable**. These are very small.
Do you have a pair of **less expensive** gloves? These are just too expensive.

Use than after the adjective when you compare two items.

That suit is **nicer than** the one I'm wearing.
These gloves are **more expensive than** the other ones.

+ er	+ r	+ ier	consonant + er
small → smaller	large → larger	heavy → heavier	big → bigger
cheap → cheaper	loose → looser	pretty → prettier	hot → hotter

Irregular forms
good → better
bad → worse

BUT use more or less with adjectives that have two or more syllables and don't end in –y.

more expensive / less comfortable

GRAMMAR BOOSTER ▸ p. 137
• *Comparative adjectives: spelling rules*

A Grammar practice Write the opposite of each comparative adjective.

1 smaller ...larger....
2 taller .....
3 lighter .....
4 tighter .....
5 more expensive .....
6 less popular .....

B Complete each conversation with comparative adjectives. Use than if necessary.

1 A: I just love these pajamas, but I wish they were ..... (warm).
B: What about these? Blue is a really flattering color for you, and they're much ..... (expensive).

2 A: Don't take that nightgown to Hawaii! It's ..... (hot) it is here. Take something ..... (light).
B: Good idea.

3 A: What do you think of these red gloves?
B: Beautiful. They're ..... (pretty) the black ones. And they're ..... (cheap), too.

4 A: Excuse me. Do these pants come in a ..... (long) length?
B: I'm sure they do. Let me see if I can find you something ..... (good).

CONVERSATION MODEL

A 4:26 Read and listen to someone asking for a different size.

A: Excuse me. Do you have these gloves in a smaller size? I need a medium.
B: Yes, we do. Here you go.
A: Thanks.
B: Would you like to take them?
A: Yes, please. Thanks for your help.
B: My pleasure.

Sizes
S small
M medium
L large
XL extra large
XXL extra extra large

B 4:27 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Ask for a different size or color

A Notepadding On the notepad, make a list of clothes you'd like to buy.

I'd like to buy:

B Pair work Change the Conversation Model. Use comparatives and your list of clothes. Ask for a different size or color. Then change roles.

A: Excuse me. Do you have ..... in .....?
B: Yes, we do. Here you go.
A: Thanks.
B: Would you like to take .....?
A: ..... . Thanks for your help.
B: ..... .

Don't stop!
- Ask to see other clothes.
- Pay for the clothes.

Ideas
in a smaller size
in a larger size
in a darker / lighter color
in [black, white, etc.]
in size [10, 34, etc.]

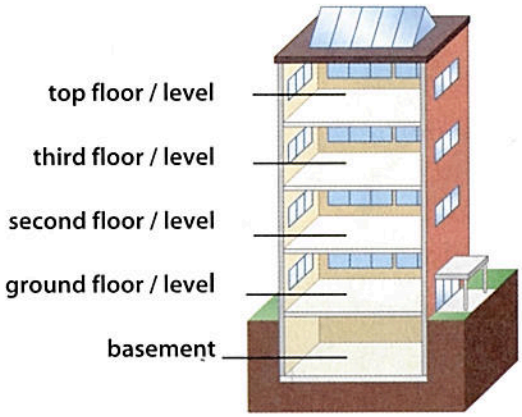
C Change partners Ask about other types of clothes.

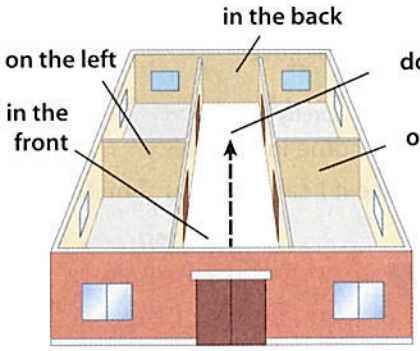
LESSON 3

GOAL Navigate a mall or department store

BEFORE YOU LISTEN

4:28 **Vocabulary** • *Interior locations and directions* Read and listen. Then listen again and repeat.





4:29 **Prepositions of interior location**

- **on** the first level / the ground floor / the top floor
- **in** the basement / lingerie

take / go up / go down } the escalator

take / go up / go down } the stairs

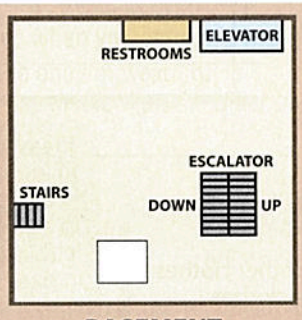
take the elevator

LISTENING COMPREHENSION

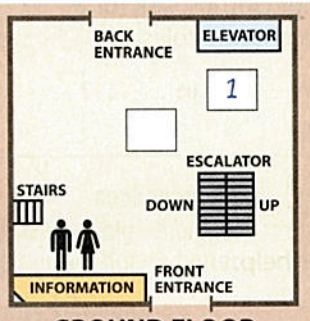
4:30 **A Understand locations and directions** Listen to directions in a department store. Write the number of each location in the white boxes on the floor diagrams.

DIRECTORY

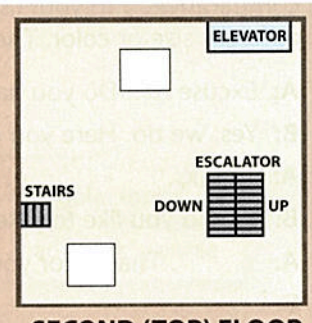
1. Coats
2. Children's shoes
3. Coffee shop
4. Lingerie
5. Accessories



BASEMENT



GROUND FLOOR



SECOND (TOP) FLOOR

B Pair work Take turns asking for and giving directions to any of the locations.

PRONUNCIATION *Contrastive stress for clarification*

A 4:31 Read and listen. Then listen again and repeat.

A: The shoe department is upstairs, on the third floor.

B: Excuse me? The first floor?

A: No. It's on the third floor.

B Pair work Now practice the conversation with a partner.

NOW YOU CAN Navigate a mall or department store

A Notepadding Choose five departments from the store directory and write one thing you'd like to get in each department.

Department	I'd like . . .
Men's Outerwear	a jacket

Department	I'd like . . .

B Wordposting Put the four categories below on a separate sheet of paper. With a partner, make a list of language you know for each category.

1 Ask for directions
2 Give directions and state locations
3 Ask for a size, color, etc.
4 Pay for things

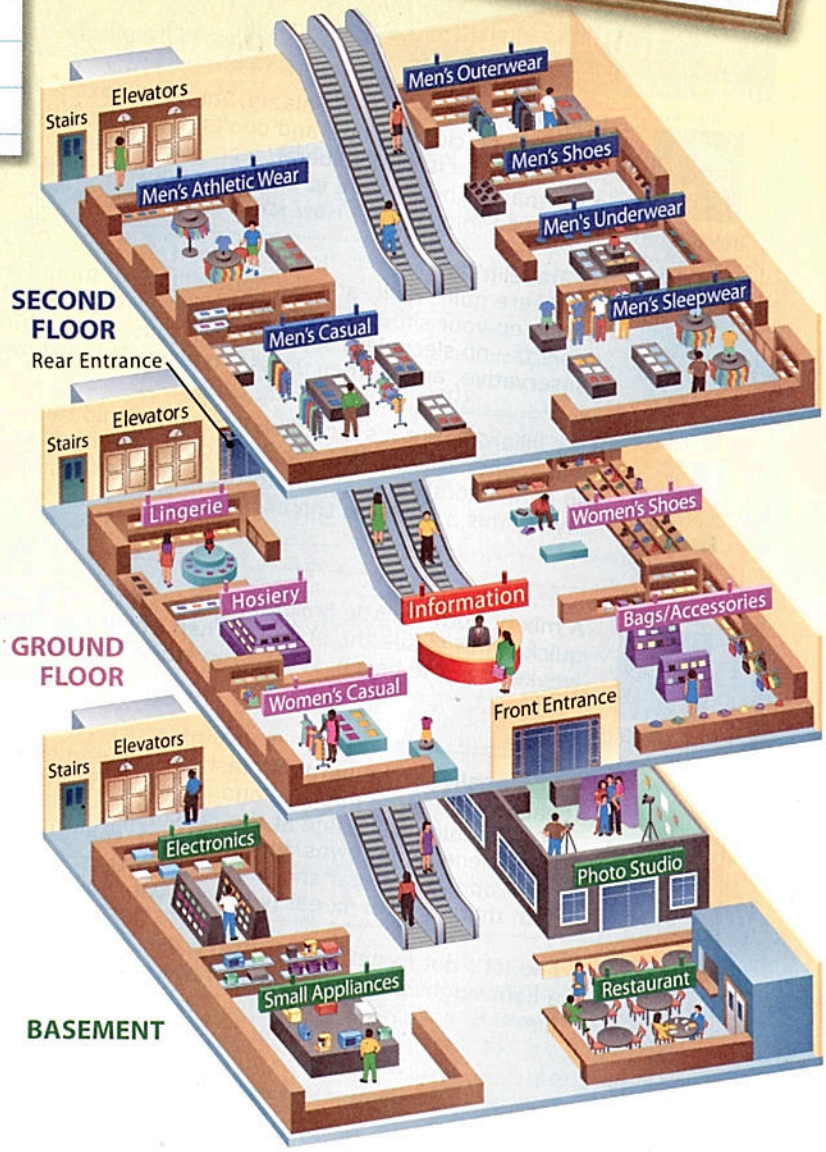
1	Ask for directions
	I'm looking for the hosiery department.

C Role play Navigate the department store, using the floor plan. Create a conversation between the shopper and the person at the information desk. Use your notepad and your wordposts. Then change partners, roles, and items.

"Excuse me. I'm looking for . . ."

STORE DIRECTORY

Bags and Accessories	Ground Floor
Electronics	Basement
Hosiery	Ground Floor
Lingerie	Ground Floor
Men's Athletic Wear	2
Men's Casual	2
Men's Outerwear	2
Men's Shoes	2
Men's Sleepwear	2
Men's Underwear	2
Photo Studio	2
Restaurant	Basement
Small Appliances	Basement
Women's Casual	Basement
Women's Shoes	Ground Floor
	Ground Floor



LESSON 4

GOAL Discuss clothing do's and don'ts

BEFORE YOU READ

4:32 **Vocabulary** • ***Formality and appropriateness*** Read and listen to each pair of antonyms. Then listen again and repeat.

Formality	Appropriateness	Strictness
formal for special events when casual clothes are not OK	**appropriate** socially correct	**liberal** without many rules for appropriate dress
informal for everyday events when casual clothes are OK	**inappropriate** socially incorrect	**conservative** with more rules for appropriate dress

READING

4:33

The Savvy Voyager go new search reply login join

posted by: Travelin'Girl
Hello! Traveling to Dar es Salaam, Tanzania next week and I need some info on clothing do's and don'ts. I'm in Holland right now where the dress code is pretty liberal, more liberal than where I come from in Germany. The attitude is "anything goes," and they wear some pretty wild things here! How strict are the "rules" there?

posted by: Jillian25
Hi, Travelin'Girl,
I go there quite a bit, and my general rule of thumb for East Africa is to keep your shoulders covered and to wear below-the-knee pants or skirts—no sleeveless shirts or tank tops. The culture is pretty conservative, and women dress modestly. Don't show too much skin.

posted by: TallPaul
OK, Jillian25. But it's incredibly hot and humid there, just about all year round. Travelin'Girl should pack for the heat: cotton blouses (in light colors); casual, comfortable, light pants; sandals. She didn't say—is this a business trip or pleasure?

posted by: Travelin'Girl
A mix of both—a little business in Dar (with my husband), then a quick safari to see the animals. Then I plan on spending at least one weekend at the beach. What's the story there?

posted by: Jillian25
There really are no hard and fast rules, but in tourist areas like beaches, it's more informal and relaxed, and most modest clothing is OK. A bathing suit's fine at the beach, as long as it's not too revealing. But in general, in towns near the coast, the rules are stricter and it's inappropriate to wear shorts or miniskirts, so carry a piece of cotton cloth that you can fix easily around your waist.

posted by: TallPaul
And let's not forget your husband. For business and formal meetings, a lightweight suit is always appropriate for both of you (and a tie for him).

Tanzanian woman in modest dress

A Paraphrase Explain in your own words what clothing is appropriate in Tanzania, according to the blog.

B Identify supporting details Check true, false, or no info. Explain the reason why you chose each answer.

		true	false	no info
1	"Jillian25" says she is a travel agent.	☐	☐	☐
2	"Travelin'Girl" wants to dress appropriately in Tanzania.	☐	☐	☐
3	"Travelin'Girl" is traveling alone.	☐	☐	☐
4	Dar is in East Africa.	☐	☐	☐
5	"Travelin'Girl" and her husband have children.	☐	☐	☐
6	Women are expected to dress conservatively in Tanzania.	☐	☐	☐

C Apply information Imagine you are going on the same trip as "Travelin'Girl." Plan your clothes for a one-week visit to Tanzania. Be specific. Explain your choices.

> "I think I'll take three pairs of shorts because this is a vacation and I plan to spend most of my time at the beach . . ."

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss clothing do's and don'ts

A Frame your ideas Take the opinion survey.

WHAT'S YOUR PERSONAL DRESS CODE?

Check agree or disagree.	agree	disagree
It's OK for men to wear shorts on the street.	☐	☐
It's OK for women to wear shorts on the street.	☐	☐
It's OK to wear sandals in an office.	☐	☐
It's important for men to wear ties in an office.	☐	☐
It's OK for men to wear sleeveless T-shirts in a restaurant.	☐	☐
It's OK for women to wear revealing clothes in a religious institution.	☐	☐

HOW WOULD YOU RATE YOURSELF?

☐ CONSERVATIVE ☐ LIBERAL ☐ "ANYTHING GOES!"

B Notepadding With a partner, write some clothing do's and don'ts for visitors to your country. Do the same rules apply to both men and women? Use the survey as a guide.

in offices and formal restaurants:

in casual social settings:

in religious institutions:

C Group work Now discuss clothing do's and don'ts for your country. Does everyone agree?

Text-mining (optional)
Underline language in the Reading on page 94 to use in the Group Work. For example:
"My general rule of thumb is . . ."

Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciatio

A 4:34 **Listening comprehension** Listen to the conversations. Use the context to infer which department the people are in. Listen more than once if necessary.

1 .....
2 .....
3 .....
4 .....
5 .....

Departments
Shoes
Bags and Accessories
Hosiery
Outerwear
Sleepwear
Lingerie
Electronics

B Complete the chart with the appropriate kinds of shoes and clothes for certain places and occasions.

	Shoes	Clothes
To class or work		
To formal occasions		
On the weekend		

C Complete the travel article with the comparative form of each adjective. Use than when necessary.

When you travel, think carefully about the clothes you pack. As far as color is concerned, ... (1 dark) colors are usually ..... (2 practical). For ..... (3 cool) destinations, a blazer can be ..... (4 convenient) a windbreaker or cardigan because you can wear it in ..... (5 conservative) settings such as offices and ..... (6 formal) restaurants. For travel to ..... (7 hot) areas of the world, ... (8 light) clothes are ..... (9 comfortable) ..... (10 heavy) ones.

4:35/4:36 **Top Notch Pop** "Anything Goes" Lyrics p. 150

D Rewrite each sentence. Change the direct and indirect object nouns and noun phrases to object pronouns.

1 Please show the loafers to my husband. *Please show them to him.*
2 They sent the jeans to their grandchildren. .....
3 How is she paying Robert for the clothes? .....
4 When are we buying the gift for Marie? .....

E **Writing** Imagine that you have a friend from another country who is coming to visit you. Write a letter or e-mail to your friend, explaining what to pack for the trip. Give your friend advice on appropriate and inappropriate dress.

WRITING BOOSTER ▸ p. 146
- *Connecting ideas with because and since*
- *Guidance for Exercise E*

Hi! Here are some clothing tips for your visit. First of all, the "rules" here are...

ORAL REVIEW

Contest Study the picture. Name all the kinds of sweaters and shoes and kinds of clothing that come in pairs. (The student who can name more kinds wins.)

Pair work With a partner, make comparisons about the clothes. For example:

Blazers are more formal than windbreakers.

Role play Look at the directory. Create conversations for the following people:

- the shoppers and clerks at the information desk
- the customer and the clerk talking about the jackets
- the clerk and the customer paying for clothes

NOW I CAN...

- ☐ Shop and pay for clothes.
- ☐ Ask for a different size or color.
- ☐ Navigate a mall or department store.
- ☐ Discuss clothing do's and don'ts.

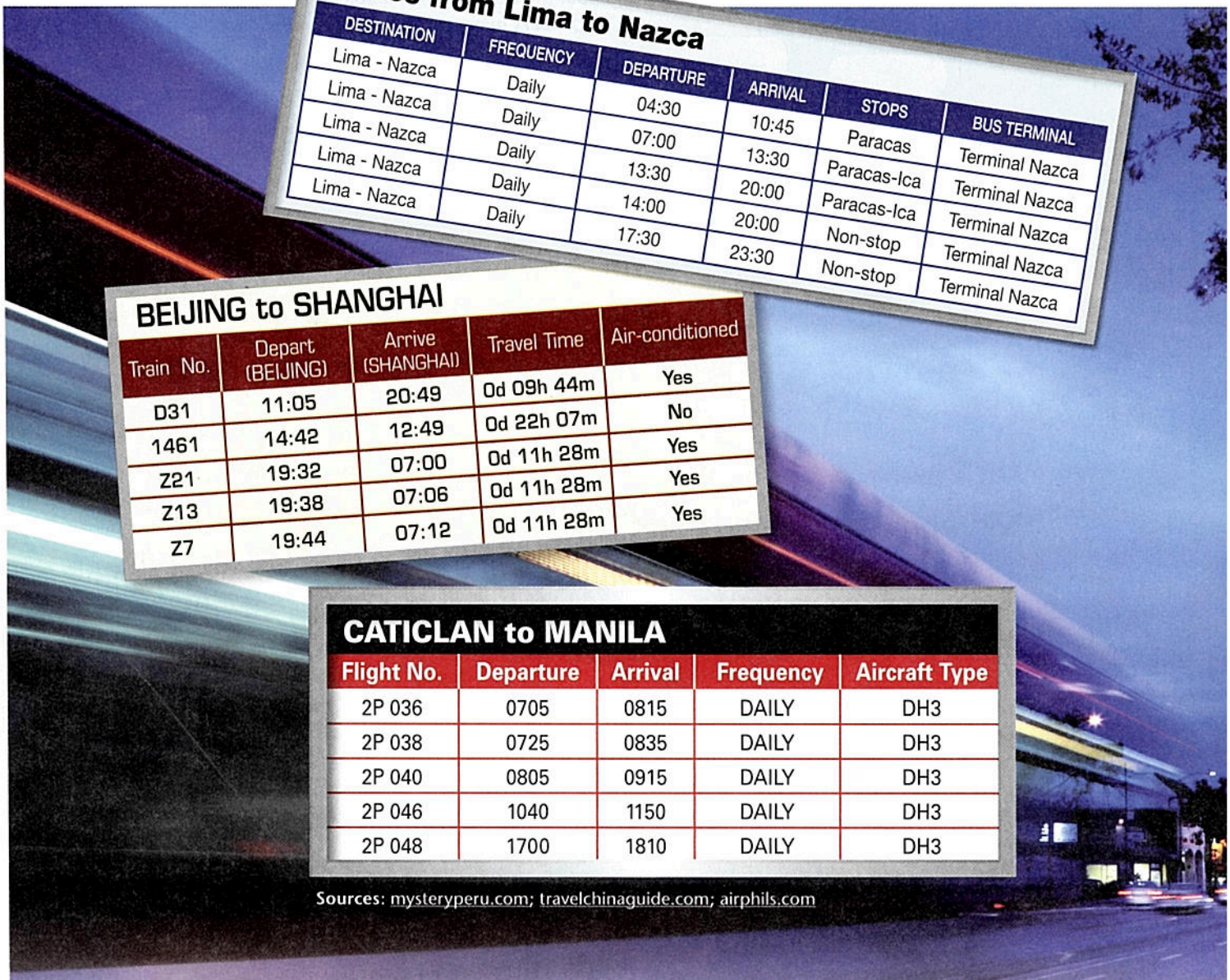
UNIT 9

Taking Transportation

GOALS After Unit 9, you will be ab

1 Discuss schedules and buy tickets.
2 Book travel services.
3 Understand airport announcements.
4 Describe transportation problems.

Preview



Buses from Lima to Nazca

DESTINATION	FREQUENCY	DEPARTURE	ARRIVAL	STOPS	BUS TERMINAL
Lima - Nazca	Daily	04:30	10:45	Paracas	Terminal Nazca
Lima - Nazca	Daily	07:00	13:30	Paracas-Ica	Terminal Nazca
Lima - Nazca	Daily	13:30	20:00	Paracas-Ica	Terminal Nazca
Lima - Nazca	Daily	14:00	20:00	Non-stop	Terminal Nazca
Lima - Nazca	Daily	17:30	23:30	Non-stop	Terminal Nazca

BEIJING to SHANGHAI

Train No.	Depart (BEIJING)	Arrive (SHANGHAI)	Travel Time	Air-conditioned
D31	11:05	20:49	0d 09h 44m	Yes
1461	14:42	12:49	0d 22h 07m	No
Z21	19:32	07:00	0d 11h 28m	Yes
Z13	19:38	07:06	0d 11h 28m	Yes
Z7	19:44	07:12	0d 11h 28m	Yes

CATICLAN to MANILA

Flight No.	Departure	Arrival	Frequency	Aircraft Type
2P 036	0705	0815	DAILY	DH3
2P 038	0725	0835	DAILY	DH3
2P 040	0805	0915	DAILY	DH3
2P 046	1040	1150	DAILY	DH3
2P 048	1700	1810	DAILY	DH3

Sources: mysteryperu.com; travelchinaguide.com; airphils.com

A Use the schedules to find the answers to the questions.

1 It's now 10:00 A.M. When is the next bus to Nazca?
2 And when is the next non-stop bus to Nazca?
3 How much time does it take to get from Beijing to Shanghai on train 1461?
4 Which train is faster, train 1461 or train D31?
5 What time does flight 2P 046 depart for Manila? When does it arrive?

B Pair work Ask your partner more questions about each schedule.

5:02

C Photo story

Read and listen to a conversation between two people trying to catch a flight.

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures and language backgrounds

Marcos: Excuse me. Do you speak English?

Roger: Actually I'm French. But, yes.

Marcos: Thank goodness! I'm looking for Terminal 2.

Roger: No problem. That's where I'm going. Just follow me.

Roger: So where are you flying today?

Marcos: Manila. Then I'm connecting to a flight home.

Roger: Well, that's a coincidence. I'm on my way to Manila, too. Flight 56?

Marcos: Yes. But we should hurry. It's boarding in fifteen minutes.

Roger: And where is home?

Marcos: Brazil. São Paulo.

Roger: No kidding! I'm going to go to São Paulo next week!

Marcos: Really? What a small world!

Marcos: Portuguese speaker; Roger: French speaker

D Focus on language

Find an underlined phrase or sentence in the Photo Story that has the same meaning as:

1 I'm traveling to . . .

2 Let's walk faster.

3 I'm changing to . . .

E Think and explain

Circle T (true), F (false), or NI (no information). Then explain each answer.

T F NI **1** Flight 56 leaves from Terminal 2.

T F NI **2** Roger lives in France.

T F NI **3** Roger and Marcos are both flying to Manila.

T F NI **4** Marcos is staying in Manila.

T F NI **5** Roger is staying in Manila.

T F NI **6** The two men catch the flight.

F Pair work

Complete the chart with the means of transportation you prefer for each occasion. Then discuss your choices with a partner.

To school or work	bus	affordable, convenient, I can read or work.

	Means of transportation	Reason
To school or work		
To social events on weekends		
For vacations in my country		
For vacations outside of my country		

Be sure to recycle this language.

popular	cheap
convenient	scenic
affordable	boring
comfortable	long
expensive	short
relaxing	scary

LESSON 1

GOAL Discuss schedules and buy tickets

VOCABULARY *Kinds of tickets and trips*

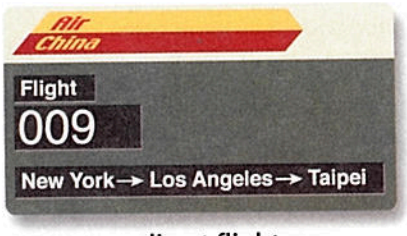
A 5:03 Read and listen. Then listen again and repeat.

a one-way ticket

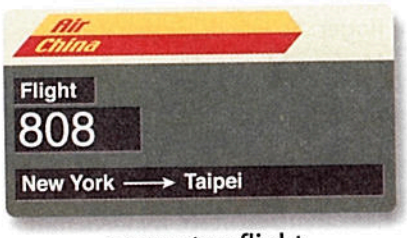
a round-trip ticket

JAPAN RAIL	Kodama (local)	Nozomi (express)
Tokyo	10:13	10:20
Odawara	10:30	–
Atami	11:00	–
Maibara	13:39	–
Kyoto	14:04	12:38

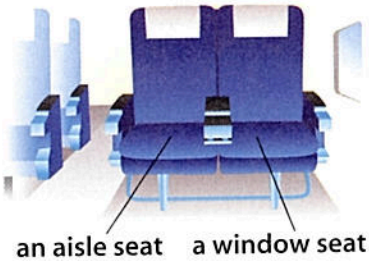
the local the express



a direct flight



a non-stop flight



an aisle seat a window seat

B Complete the conversations with words and phrases from the Vocabulary.

1 A: Would you like a window or an aisle?
B: ..... . I like to walk around.

2 A: Is Flight 3 a ..... flight?
B: No. It's a ..... flight. It makes a stop, but you don't have to change planes.

3 A: Do you want a ..... ticket to Rome?
B: Actually, I need a ..... . I'm not coming back!

4 A: I'm sorry. It's too late to make the ..... .
B: Well, I'll take ..... . I'm not in a hurry.

GRAMMAR *Modals should and could*

should

Use should and the base form of a verb to give advice.

You **shouldn't take** that flight. You **should take** the non-stop.
Should they **take** the bus? (Yes, they **should**. / No, they **shouldn't**.)
When **should** we **leave**? (Before 2:00.)

could

Use could and the base form of a verb to suggest or ask about alternatives or possibilities.

The express bus is full, but you **could take** the local.
Could I **take** the 2:20? (Yes, you **could**. / No, you **couldn't**.)

GRAMMAR BOOSTER ▸ p. 138
- *Modals: form and meaning*
- *Common errors*

A Grammar practice Complete each statement or question with should or could and the base form.

1 ..... (He / take) the express. The local arrives too late.

2 They said ..... (we / have) two aisle seats or an aisle and a window.

3 ..... a round-trip ticket. That way you won't have to wait in line twice.
You / get

4 Which train ..... ? We absolutely have to be there on time.
we / take

5 ..... a ticket at the station or on the train. It doesn't matter.
They / buy

B Pair work Two coworkers are at Penn Station, and they work in Oak Plains. It's 7:20 A.M. They have to arrive in Oak Plains for work at 9:00. Use the schedule to discuss all the possible choices. Use could and should. Explain your choices.

"They could take the 7:30 express."

"No. That train doesn't stop in Oak Plains."

Blue numbers = express trains

Penn Station	Northway	Oak Plains	Carmel
7:15	7:50	8:30	9:00
7:25	—	8:25	8:55
7:30	—	—	8:55
7:30	8:05	8:45	9:15
7:50	8:25	9:05	9:35

CONVERSATION MODEL

A 5:04 Read and listen to someone buying tickets.

A: Can I still make the 5:12 bus to Montreal?
B: I'm sorry. It left five minutes ago.
A: Too bad. What should I do?
B: Well, you could take the 5:30.
A: OK. One ticket, please.
B: One-way or round-trip?
A: Round-trip, please.

B 5:05 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Discuss schedules and buy tickets

A Pair work Use the train departure board. Imagine it is now 7:15. Change the Conversation Model, based on where you want to go. Then change roles.

A: Can I still make the ..... train to ..... ?
B: No, I'm sorry. It left ..... minutes ago.
A: ..... . What should I do?
B: Well, you could take the ..... .
A: OK. One ticket, please.
B: One-way or round-trip?
A: ....., please.

Don't stop!
- Discuss the price of tickets.
- Ask whether the train makes stops.
- Ask for the kind of seat you'd like.

DEPARTURES 07:15 AM

TO	DEPARTS	TRACK
OSAKA	06:55	6
NARITA	07:03	9
KYOTO	07:12	19
OSAKA	08:23	8
NARITA	08:26	9
KYOTO	08:31	18

B Change partners Practice the conversation again. Discuss other departures.

LESSON 2

GOAL Book travel services

GRAMMAR *Be going to to express the future: Review*

	base form	
I'm going to	rent	a car in New York.
She's going to	eat	at the airport.
We're going to	take	a taxi into town.

Remember: The present continuous is also often used to express future plans.
I'm renting a car in New York **next week.**

Are they **going to need** a taxi? (Yes, they are. / No, they aren't.)
Is Beth **going to make** a reservation? (Yes, she is. / No, she isn't.)

When **are** you **going to arrive**? (At noon.)
Where **is** he **going to wait**? (In the lobby.)
Who **are** they **going to meet**? (The travel agent.)
Who**'s going to take** me to the airport? (Tom is.)

GRAMMAR BOOSTER ▸ p. 138
• *Expansion: future actions*

A Grammar practice Complete each statement or question with be going to and the base form of the verb.

1 ..... (they / buy) tickets for the express.
2 When ..... (she / leave) for the airport?
3 ..... (you / ask for) an aisle seat?
4 Who ..... (take) him to the train station?

B Complete the e-mail. Circle the correct verb forms.

Here's my travel information: I (1 leaving / 'm leaving) Mexico City at 4:45 P.M. on Atlas Airlines flight 6702. The flight (2 is arriving / arriving) in Chicago at 9:50 P.M. Mara's flight (3 going to get in / is getting in) ten minutes later, so we (4 're meeting / meeting) at the baggage claim. That's too late for you to pick me up, so I (5 'm going to take / take) a limo from O'Hare. Mara (6 goes to / is going to) come along and (7 spend / spending) the night with us. Her flight to Tokyo (8 not leaving / isn't leaving) until the next day.

C Pair work Ask your partner three questions about his or her future plans. Use be going to.

"What are you going to do on your vacation?"

VOCABULARY *Travel services*

A 5:06 Read and listen. Then listen again and repeat.

a rental car

a taxi

a limousine / a limo

a hotel reservation

B 5:07 **Listening comprehension** Listen to the conversations. Then listen again and complete each sentence with be going to and infer the name of a travel service.

1 He ..... (reserve) a ..... for her.

2 The tourist ..... (need) a ..... in Seoul.

3 She ..... (get) a ..... at John F. Kennedy Airport.

4 The agent ..... (check) to see if he can reserve a ..... for the tourist.

CONVERSATION MODEL

A 5:08 Read and listen to a conversation between a travel agent and a traveler.

A: Hello. Baker Travel. Can I help you?
B: I hope so. I'm going to need a car in Dubai.
A: Certainly. What date are you arriving?
B: April 6th.
A: And what time?
B: Let me check . . . 5:45 P.M.

B 5:09 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

C Find the grammar Find and circle two ways that A and B express future plans in the Conversation Model.

NOW YOU CAN Book travel services

A Pair work Change the Conversation Model. Book one of the travel services from the Vocabulary. Use the tickets for arrival information. Then change roles.

A: Hello. Can I help you?
B: ..... . I'm going to need ..... in ..... .
A: ..... . What date are you arriving?
B: ..... .
A: And what time?
B: Let me check . . . .

Don't stop!
Ask for additional services.

"I'm also going to need a hotel reservation."

PASSENGER TICKET AND BAGGAGE CHECK
AIR CUZCO APRIL 11 FLIGHT 22
DEPARTURE: 18:00 ARRIVAL: 19:15
LIMA TO CUZCO
88985376124 0 988 7631986534 7

Seoul Touristbus
FROM Seoul
TO Sokcho
DATE 13 August
DEPARTS 07:45
ARRIVES 11:55

B Change partners Make your own flight, bus, or train tickets. Then practice the conversation again, using your tickets.

Your ticket

From _____
To _____
Date _____
Departs _____ Arrives _____

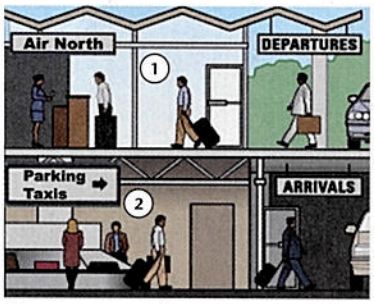
BOARDING PASS
EXCELA RAIL TRANSPORT
JUNE 26 EXPRESS TRAIN
NEW YORK TO WASHINGTON
DEPARTURE: 6:00 PM
ARRIVAL: 9:10 PM

LESSON 3

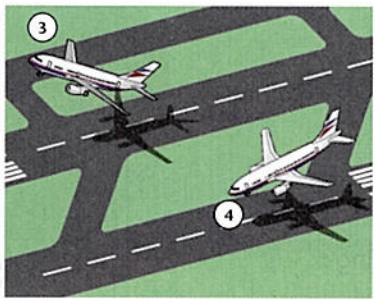
GOAL Understand airport announcements

BEFORE YOU LISTEN

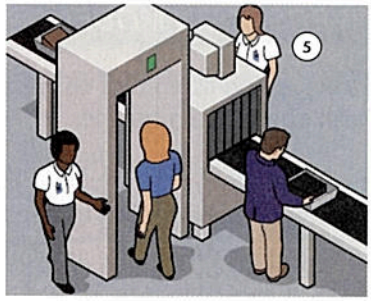
A 5:10 **Vocabulary** • *Airline passenger information* Read and listen. Then listen again and repeat.



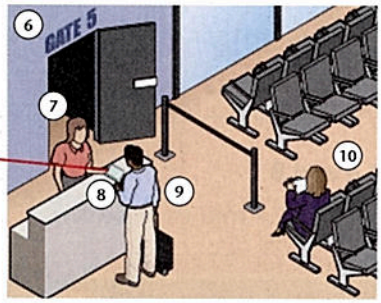
① depart ② arrive



③ take off ④ land



⑤ go through security



⑥ the gate ⑦ an agent
⑧ a boarding pass ⑨ a passenger
⑩ the departure lounge

Some flight problems

- The flight is **overbooked**. The airline sold too many tickets, so some passengers can't board.
- The flight is **delayed**. The flight will depart late.
- The flight is **canceled**. The passengers have to find another flight.

B Use the Vocabulary to complete the pre-flight instructions.

When you ..... (1) at the airport, you should take your luggage to the check-in counter and get your ..... (2). Then you can ..... (3), where ..... (4) have to put all their hand luggage on the belt. From there you should go to the ..... (5) your plane is departing from. If you are early and your plane hasn't landed or arrived at the gate, just have a seat in the ..... (6). When your flight is called, you can show your boarding pass to the ..... (7) and get on the plane. Be sure to turn off all electronic devices and put on your seat belt before your plane ..... (8) from the gate. Enjoy the takeoff, and have a good flight!

LISTENING COMPREHENSION

A 5:11 **Understand public announcements** Listen to the announcements. Check the travel problems.

- ☐ a delay
- ☐ a cancellation
- ☐ an overbooking
- ☐ a gate change
- ☐ a security problem
- ☐ a mechanical problem

B 5:12 **Listen for details** Listen again and write the flight information.

1 flight number: .....
2 original departure gate: .....
3 final departure gate: .....
4 final departure time: .....

PRONUNCIATION *Intonation for stating alternatives*

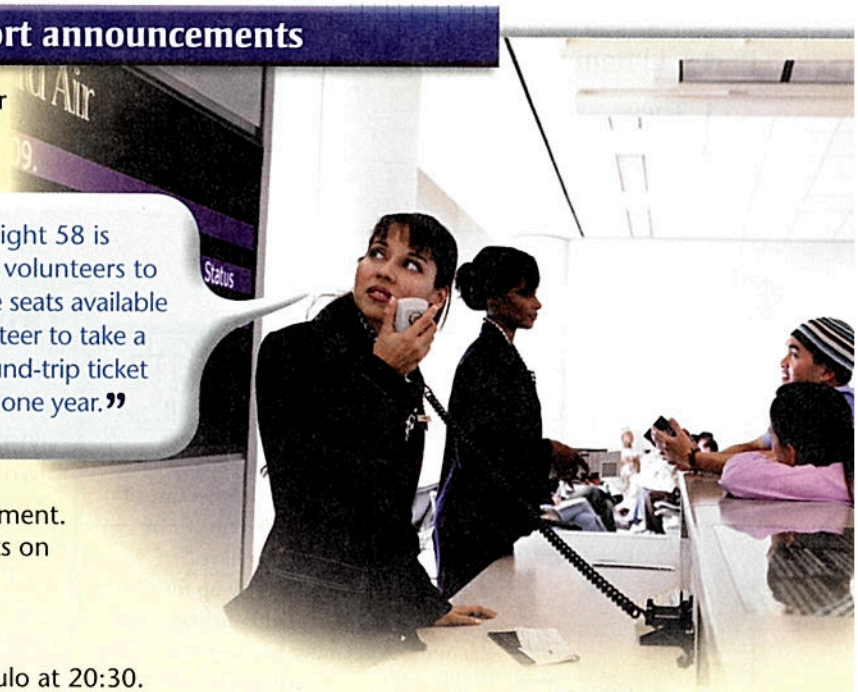
A 5:13 Listen to the rhythm and intonation of alternatives. Then listen again and repeat.

1 Well, you could take the train or the bus.
2 They could wait or reserve a later flight.
3 Would you like one-way or round-trip?

B Now practice saying each sentence on your own.

NOW YOU CAN Understand airport announcements

A Read the announcement by the gate agent for Rapid Air flight 58 from Brasilia to São Paulo. Make sure you understand the details.



"Good afternoon, ladies and gentlemen. Flight 58 is overbooked. We apologize. We need two volunteers to give up their seats on this flight. There are seats available on all later flights to São Paulo. If you volunteer to take a later flight, Rapid Air will give you a free round-trip ticket anywhere we fly. The free ticket is good for one year."

B Pair work Now act on the airport announcement. Imagine that you and your partner have tickets on flight 58. First read the situation:

- The time is now 16:35.
- You have a very important dinner in São Paulo at 20:30.
- The flight takes about two hours gate to gate.

Then look at the departure schedule and discuss your alternatives.

DEPARTURES			
São Paulo	56	16:20	departed
Rio de Janeiro	89	16:40	boarding
São Paulo	58	16:50	now 17:25
São Paulo	60	17:50	on time

C Discussion Summarize your decision for the class and explain why you made that decision. How many students decided to take a later flight?

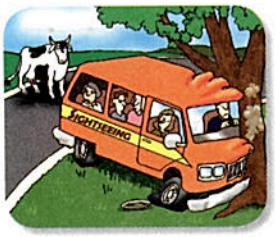
We could volunteer. Flight 60 is going to arrive before the dinner. What do you think?
I don't know. I think we should stay on flight 58. There's always a lot of traffic and we'll be late for the dinner.

LESSON 4

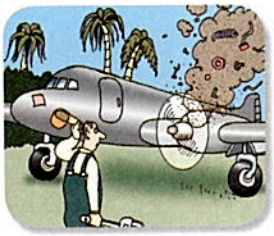
GOAL Describe transportation problems

BEFORE YOU READ

A 5:14 **Vocabulary** • *Transportation problems* Read and listen. Then listen again and repeat.



We **had an accident.**



We **had mechanical problems.**

We **missed** our **train.**

We **got bumped from** the **flight.**

We **got seasick.**

Also:
carsick
airsick

B 5:15 **Listening comprehension** Listen and complete each statement with the Vocabulary.

1 They ..... .
2 They ..... .
3 They ..... .
4 They ..... .
5 They ..... .

READING

5:16

GOT BUMPED FROM A FLIGHT?

Maybe it's not so bad after all...

As most travelers know, airlines commonly overbook flights because of the large and predictable number of "no-shows"—people who have reservations but don't show up for the flight. Overbooking helps airlines limit the number of empty seats on their flights. However, if a flight is overbooked, some passengers with confirmed reservations have to get off the plane.

Getting bumped isn't always a bad thing, however. There is a growing number of passengers who feel lucky if their flight is overbooked. Why? Because airlines have to provide bumped passengers with cash, free flights, hotels, and/or meals to compensate them for their inconvenience.

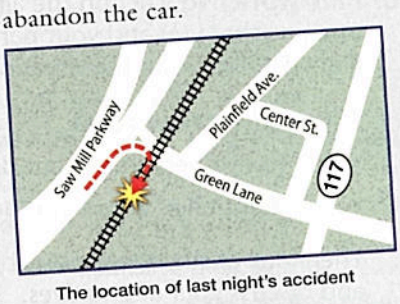
In fact, airlines usually ask for volunteers to get off an overbooked flight in exchange for those perks, and many passengers say "Sure!" and happily deplane. Some people even make a habit of choosing flights that are likely to be overbooked, just so they can volunteer!

Source: Adapted from airconsumer.ost.gov

Driver blames GPS for train crash

BEDFORD HILLS–Last night, Edward Carter, 43, of White Plains told police that his car's global positioning system (GPS) instructed him to make a wrong turn directly onto the train tracks in Bedford Hills. When he turned, his car became stuck on the track, and he had to abandon the car.

In a statement to the police, the man said he was driving north with his son on the Saw Mill Parkway at about 8 P.M. They planned to go to a restaurant on Route 117.



The location of last night's accident

Following the instructions from his GPS unit, he exited the parkway at Green Lane. But then, instead of driving to Route 117 and turning right there, he made a very wrong turn. He turned right at the railroad tracks. The man and his son tried to move the car off the tracks, but they couldn't. Shortly afterward, a Metro-North commuter train hit Mr. Carter's car. Luckily, there were no deaths or injuries. Police say that drivers need to pay attention to the road, not the GPS unit.

Source: Adapted from news articles in lohud.com

Critical thinking Based on the Reading and your own ideas, discuss the following topics.

1. Why do you think people with confirmed reservations become "no-shows"?
2. What are some advantages of getting bumped? Would you volunteer to get off an overbooked flight? Explain.
3. What are some advantages of GPS systems? What are some disadvantages?
4. Do you prefer GPS systems or paper maps? Explain.

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Describe transportation problems

A Check all the means of transportation you have taken. Then add other means you know.

☐ bus

☐ train

☐ taxi

☐ limousine

☐ ferry

☐ ship

☐ airplane

☐ helicopter

☐ other .....

B Pair work Ask your partner questions about the means of transportation he or she checked.

"When was the last time you took a train?"

C Notepadding Choose a time when you had transportation problems. On the notepad, make notes about the trip.

means of transportation:

month, day, or year of trip:

destination:

bad memories:

D Group work Now tell your story to your classmates. Describe your transportation problems. Ask them questions about their problems.

Be sure to recycle this language.

Problems

The ___ was terrible.
The ___ were unfriendly.
They canceled my ___ .
The ___ didn't work.
They lost my ___ .
Someone stole my ___ .
The ___ drove me crazy.
The [flight] was bumpy / scary.
The [drive] was long / boring.

Responses

What was wrong with the ___ ?
I'm sorry to hear that.
That's a shame / too bad.

Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciation

A 5:17 **Listening comprehension** It's 7:26 A.M. now. Listen as you look at the departure board. Then listen again and use reasoning to determine if each statement is true or false. Circle T (true) or F (false).

DEPARTURES		7:26 A.M.
TO	DEPARTS	TRACK
WASHINGTON	7:10	6
BOSTON	7:22	9
PHILADELPHIA	7:25	19
WASHINGTON	8:25	8
BOSTON	8:26	24
PHILADELPHIA	8:31	18

T F **1** They could take the 8:31.
T F **2** They should take the 8:25.
T F **3** They're going to Boston.
T F **4** They're both going to take the train to Washington.
T F **5** He usually takes the 7:25.
T F **6** They should hurry.

B Complete each statement with a correct word or phrase.

1 It's important to make a ..... early because it can be difficult to find a room after you arrive.
2 When your whole family is going to the airport together, you can reserve a ..... . It's usually very comfortable and has space for all of your luggage.
3 It can be convenient to use a ..... if you want to drive but can't bring your own car.
4 Do you think I should take the ..... train? I know it's much faster, but I'm not sure it stops at my station on weekends.
5 My husband always gets ..... seat. He likes to get up and walk around on long flights.
6 I hope it's a ..... flight. I get really scared every time the plane takes off or lands.
7 It's not a non-stop, but it's a ..... flight. You don't have to change planes, but the plane stops twice.
8 Are you kidding? They ..... it? That was the last flight! Just ten minutes ago they said it was here and ready to board!
9 The airline ..... the flight, and when I got to the gate, the agent said another passenger had my seat. I had such bad luck!

5:18/5:19 ***Top Notch Pop***
"Five Hundred Ways"
Lyrics p. 150

C Complete the conversation with be going to and the indicated verbs.

A: On Saturday, ... (1 we / leave) for Cancún.
B: Really? ..... (2 you / rent) a car there? There are some great places to explore.
A: No. I think ..... (3 we / stay) on the beach and rest. By the way, where ..... (4 you and Margo / go) for your vacation?
B: I'm not sure. But ..... (5 I / travel) to Bangkok on business next month, and ..... (6 I / take) a few days off to go sightseeing. I hear it's great.

D Writing On a separate sheet of paper, write two paragraphs—one about your most recent trip and one about your next trip. In the first paragraph, describe the transportation you took and write about any problems you had. In the second paragraph, write about the transportation you plan to take. Use be going to.

WRITING BOOSTER ▸ p. 147
- *The paragraph*
- *Guidance for Exercise D*

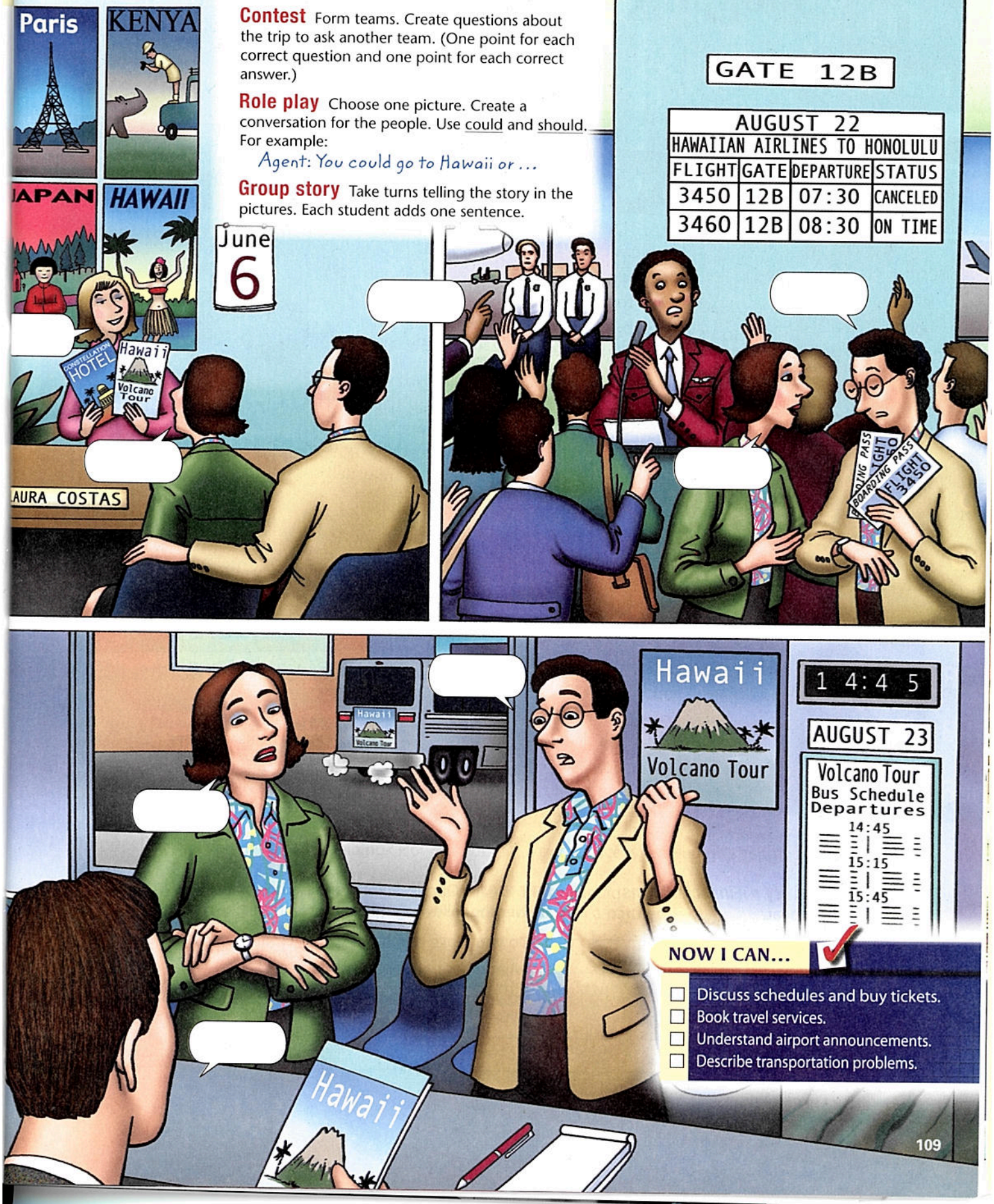
ORAL REVIEW

Contest Form teams. Create questions about the trip to ask another team. (One point for each correct question and one point for each correct answer.)

Role play Choose one picture. Create a conversation for the people. Use could and should. For example:

Agent: You could go to Hawaii or ...

Group story Take turns telling the story in the pictures. Each student adds one sentence.



NOW I CAN...

- ☐ Discuss schedules and buy tickets.
- ☐ Book travel services.
- ☐ Understand airport announcements.
- ☐ Describe transportation problems.

UNIT 10

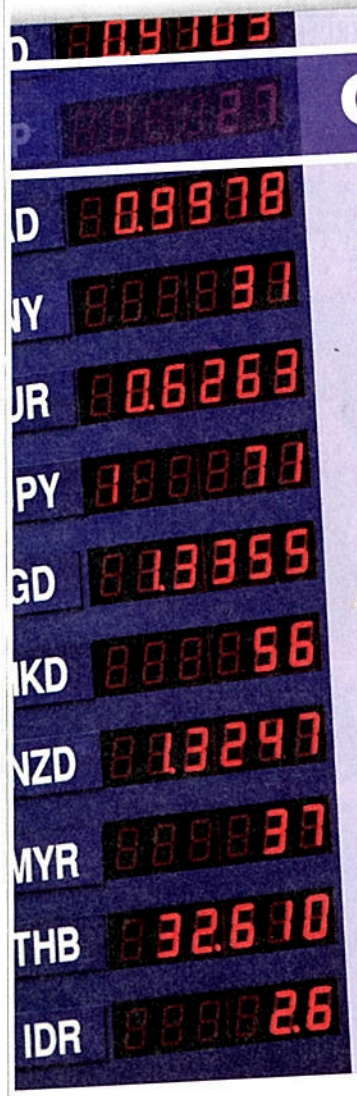
Shopping Smart

GOALS After Unit 10, you will be able t

1 Ask for a recommendation.
2 Bargain for a lower price.
3 Discuss showing appreciation for service
4 Describe where to get the best deals.

Preview

Get the Best Exchange Rate



Before you travel to another country, check the exchange rate of your currency against the currency of the foreign country you're visiting. During your trip, you'll get the best rate if you buy foreign currency with an ATM card or a credit card.

However, if you have to exchange cash, the best rates are usually at banks and post offices.

When possible, use a credit card for larger expenses such as hotel bills, tickets, and car rentals. But be careful—many credit card companies now add fees for these transactions. Use an ATM card for your daily cash needs. But check with your bank before you leave to make sure you can use your card in the country you are visiting. Also ask if they charge extra for using your card there.

VISTAcard Monthly Statement

Date	Transaction	Debit
10/07	CAFÉ LUNA	200.00
10/06	*FOREIGN TRANSACTION FEE	4.68
10/06	HOTEL DE CALLAO	180.00

Source: independentraveler.com

A 5:20 **Vocabulary** • *Financial terms*
Listen and repeat.

an ATM
cash
foreign currency
a currency exchange
an exchange rate
a fee

B Pair work Discuss your spending habits. Ask and answer the following questions.

1 Do you make purchases with a credit card? When?
2 What do you usually buy with cash?
3 Do you ever exchange money for foreign currency? When? How?

C 5:21 **Photo story** Read and listen to people shopping for souvenirs.

ENGLISH FOR TODAY'S WORLD
connecting people from different cultures and language backgrounds

Jenn: Oh, no. I'm almost out of cash. And I want to get a gift for my mom. I sure hope these shops accept credit cards.

Pat: I'll bet they do. Let's go in here. They have some really nice stuff.

Jenn: Great!

Pat: Hey, what do you think of this?

Jenn: It's gorgeous. But it's a bit more than I want to spend.

Pat: Maybe you can get a better price. It can't hurt to ask.

Jenn: I don't know. I'm not very good at bargaining.

Clerk: Excuse me. Maybe I can help. Let me show you something more affordable.

Jenn: Oh, that one's nice, too. How much do you want for it?

Clerk: Well, the lowest I could go is forty euros.

Jenn: I'll take it. You do accept credit cards, don't you?

Clerk: Sorry, no. But there is an ATM right across the street.

Clerk: Italian speaker

D Focus on language Find an underlined statement in the Photo Story with the same meaning as each of the following:

1 I'd prefer something cheaper. .....
2 This shop sells good things. .....
3 I'll sell it to you for . . . .
4 I don't know how to ask for a lower price. .....
5 I don't have much money. .....
6 Don't be afraid to bargain. .....
7 Here's a cheaper one. .....

E Discussion Are you good at bargaining? How do you get a good price when you go shopping?

F Pair work Complete the chart with your own opinions of the advantages and disadvantages of credit cards and cash. Then discuss your ideas with a partner.

An advantage of credit cards:	
A disadvantage of credit cards:	
An advantage of cash:	
A disadvantage of cash:	

LESSON 1

GOAL Ask for a recommendation

GRAMMAR *Superlative adjectives*

Use superlative adjectives to compare more than two people, places, things, or ideas.

Which projector is **the cheapest** of these three?
Which brands are **the most popular** in your store?

adjective	comparative	superlative
cheap	cheaper (than)	**the cheapest**
nice	nicer (than)	**the nicest**
easy	easier (than)	**the easiest**
big	bigger (than)	**the biggest**

adjective	comparative	superlative
comfortable	more comfortable (than)	**the most comfortable**
portable	more portable (than)	**the most portable**
difficult	less difficult (than)	**the least difficult**
expensive	less expensive (than)	**the least expensive**

Irregular forms
good → better (than) → **the best**
bad → worse (than) → **the worst**

GRAMMAR BOOSTER ▸ p. 139
Comparatives and superlatives: usage and form

A Grammar practice Read the salesperson's recommendations. Complete each statement, using the superlative form of the adjective.

1 The Aptex is ..... (new) of our MP3 players.
2 The Focus C20 is very inexpensive. It's ..... (cheap) digital camera we sell.
3 Compared to our other camcorders, the Manko 210 is ..... (easy to use).
4 The Focus C50 is ..... (popular) digital camera we sell.
5 The Vista PX is ..... (light) camcorder you can buy.
6 Our customers say the iSong is ..... (practical) MP3 player available today.
7 You'll like the Manko 230 MP3 player. It's ..... (difficult) to use.
8 If you don't want to spend a lot, the Raxx is ..... (expensive) camcorder you can buy.
9 If you want the best but don't care about cost, the Vista LS is ..... (expensive) camcorder we have.

B Complete the conversations. Use the superlative form of the adjectives.

1 A: All of these cameras are easy to use.
B: But which is ..... (small)?
2 A: All of our ski sweaters are pretty warm.
B: But I want a really heavy one. Which brand makes ..... (heavy) ones?
3 A: She wrote at least six books about Italy.
B: I know. But which of her books is ..... (interesting)?
4 A: Do you want to take a taxi, bus, or train to the airport?
B: Which is ..... (convenient)?
5 A: You can study English at any school you want.
B: All three sound great. But which school is ..... (popular)?
6 A: Here are three vacation packages you can choose from.
B: That's nice. But just tell me which one is ..... (affordable).

CONVERSATION MODEL

A 5:22 Read and listen to someone asking for a recommendation.

A: I'm looking for a digital camera. Which is the least expensive?

B: The B100. But it's not the best. How much can you spend?

A: No more than 250.

B: Well, we have some good ones in your price range.

A: Great! Can I have a look?

B 5:23 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

NOW YOU CAN Ask for a recommendation

A Pair work Change the Conversation Model. Use the ads, or other real ads, to ask for a recommendation. Use superlative adjectives. Then change roles.

A: I'm looking for ..... . Which is the .....?

B: The ..... . But it's not the ..... . How much can you spend?

A: No more than ..... .

B: Well, ...

A: ..... .

Ideas
- nice
- popular
- light
- practical
- easy to use

Don't stop! Continue the conversation.

I'm also looking for [an MP3 player].
Tell me about [the Prego 5].

Do you accept credit cards?
Is there an ATM nearby?

I think I'll take the [X23].
Could you gift wrap it for me?

B Change partners Ask about other electronic products.

C Extension Bring in newspaper ads for electronic and other products. Use both comparative and superlative adjectives to discuss them.

LESSON 2

GOAL Bargain for a lower price

CONVERSATION MODEL

A 5:24 Read and listen to someone bargaining for a lower price.

A: How much do you want for that rug?

B: This one?

A: No. That one's not big enough. The other one.

B: 300.

A: That's a lot more than I want to spend. I can give you 200.

B: How about 225?

A: OK. That sounds fair.

B 5:25 **Rhythm and intonation** Listen again and repeat. Then practice the Conversation Model with a partner.

GRAMMAR *Too and enough*

When something is not satisfactory:

Those rugs are **too small**. OR Those rugs aren't **big enough**.
That camera is **too heavy**. OR That camera isn't **light enough**.

When something is satisfactory:

This MP3 player is **small enough**. I'll take it.

Be careful!

Don't say: This MP3 player is ~~enough small~~.

GRAMMAR BOOSTER ▸ p. 140
• *Usage: too, really, and very*

Grammar practice Read the conversations between customers and salespeople. Then complete each conversation. Use too or enough and an adjective from the list.

Adjectives
slow
fast
cheap
expensive
quiet
noisy
small
big
light
heavy

1 A: Are you sure this microwave is ..... ? I'm a pretty busy guy.
B: Absolutely. The X11 is our fastest model.

2 A: These shoes aren't ..... . They're very uncomfortable.
B: I'm so sorry. Let me get you a bigger size.

3 A: My photocopier is ..... . It's driving me crazy!
B: Then let me show you a model that's quieter.

4 A: I bought these portable speakers last week, but they really aren't ..... for travel.
B: Don't worry. You can exchange them for another pair that's not so heavy.

5 A: How about this MP3 player? It's pretty small.
B: That's definitely ..... . I'll take it.

6 A: This jacket is a real bargain, sir. It's only $692.
B: $692? That's ..... . I don't want to spend that much.

PRONUNCIATION *Rising intonation for clarification*

A 5:26 Listen to how rising intonation is used to ask for clarification. Then listen again and repeat.

1 A: Could I have a look at those bowls?
B: These small ones?
A: No, the big ones.

2 A: How much is that vase?
B: This green one?
A: That's right.

B Pair work Place some objects on your desk. Ask to have a look, and practice using rising intonation to ask for clarification.

"Could I have a look at those sunglasses?"

"These brown ones?"

VOCABULARY *How to bargain*

A 5:27 Read and listen. Then listen again and repeat.

Buyer's language

- **How much do you want for that** [shawl]**?**
- **That's more than I want to spend.**
- **I can give you** [twenty] **for it.**
- **Would you take** [thirty]**?**
- **All I have is** [forty]**.**
- **It's a deal.**

Seller's language

- **How much do you want to spend?**
- **I could go as low as** [seventy]**.**
- **I can't go lower than** [sixty]**.**
- **You can have it for** [fifty]**.**
- **How about** [forty-five]**?**
- **It's a deal.**

B 5:28 **Listening comprehension** Listen to people bargaining. Complete each statement with the amount they agreed on and the item bought.

1 The buyer pays ..... for the ..... .
2 The buyer pays ..... for the ..... .
3 The buyer pays ..... for the ..... .
4 The buyer pays ..... for the ..... .

NOW YOU CAN Bargain for a lower price

A Role play Imagine that you are in a place where bargaining is common. One of you is the buyer, and the other is the seller. Use the Vocabulary and the photos, or your own ideas. Then change roles. Start like this:

A: How much do you want for .....?

Don't stop!
- Ask about size, color, etc.
- Use too and enough.
- Use superlatives.

B Change partners Bargain for one of the other items.

GOAL Discuss showing appreciation for servic

BEFORE YOU READ

Warm-up In your opinion, why is it important to understand the customs of other countries?

READING

5:29

When Should I Tip?

It's the question every traveler asks.

In some countries around the world, tipping isn't customary. But there are at least 180 countries where travelers need to know the rules. In some places, like China, where tipping was not the custom in the past, that's changing. In most other countries, tipping is customary—but the rules can be quite complicated.

Restaurants

In the U.S., restaurant servers expect a tip of 15 to 20% of the check—depending on how satisfied you are with the service. In most other countries, however, it's about 10%. In the U.S., you leave your tip on the table. But in Austria and Germany, it's considered rude if you don't hand the tip directly to the server.

In Europe, restaurants almost always add a service charge to the check, so you don't need to leave a separate tip. But in the U.S., a service charge is only added for groups of six or more people. So it's a good idea to look carefully at your check!

And if that's not complicated enough, think about this: In some countries, like Italy and Venezuela, restaurants add a service charge to the bill, but an additional 5 to 10% tip is still expected!

Taxis

In the U.S. and Canada, you always tip taxi drivers 15% of the taxi fare. However, in South America and many European countries, you don't usually tip them. Instead, you can round off the fare and say, "Keep the change."

Hotels

What about the porter who carries your luggage? In Australia, you tip about AUS $3 (US $2) per bag. But in most countries, a tip of about US $1 will be fine. You can also leave about US $1 to $2 a day for the maid who cleans your hotel room.

So what should travelers do? Check the Internet for information on tipping customs before you leave. As the famous saying goes, "When in Rome, do as the Romans do." But remember: You never have to tip if the service is terrible.

FOR YOUR INFORMATION

Never tip in these countries:

Japan	Singapore
Korea	Thailand
Malaysia	United Arab Emirates
New Zealand	Vietnam

Information source: cnn.com

A Draw conclusions Read each person's question. Give advice, according to the Reading. Then find the place in the Reading where the information comes from.

"I'm going to Warsaw, Poland. I'm staying in a nice hotel for about six days. How much should I tip the maid?"

"I'm going to Chicago, in the U.S., on business. Let's say I take ten clients out for lunch and the bill is US $400. How much more should I leave for the tip?"

"I'm flying to Melbourne, Australia, next week. I have three large bags. If a porter helps me, how much should I tip?"

"I'm going to be in Toronto, Canada, this weekend. Someone told me the fare from the airport is CAN $43. How much should I tip the driver?"

B Apply information Imagine that you are visiting one of the countries in the Reading. Describe a situation in a restaurant, a hotel, or a taxi. Your classmates decide how much to tip.

On your *ActiveBook* Self-Study Disc:
Extra Reading Comprehension Questions

NOW YOU CAN Discuss showing appreciation for service

A Frame your ideas Check the ways you have shown appreciation to someone for good service. Then tell a partner about some of them.

- ☐ I left a tip.
- ☐ I gave a gift.
- ☐ I said "Thank you."
- ☐ I wrote a "thank-you" note.
- ☐ I wrote a letter to the manager.
- ☐ Other: _____

"Last year, I went to a restaurant where the waiter was really nice. At the end of the meal, I spoke to the manager about his great service."

B Notepadding With a partner, write suggestions to a visitor to your country for how to show appreciation for good service. If tipping is customary, explain how much to tip.

Restaurant servers:

Taxi drivers:

Hotel maids:

Baggage porters:

Hairdressers:

Office assistants:

Other:

C Discussion Now discuss how to show appreciation for good service in your country. What are the customs? Does everyone agree?

Text-mining (optional)
Underline language in the Reading on page 116 to use in the Discussion. For example:
"[Restaurant servers] expect a tip of . . ."

LESSON 4

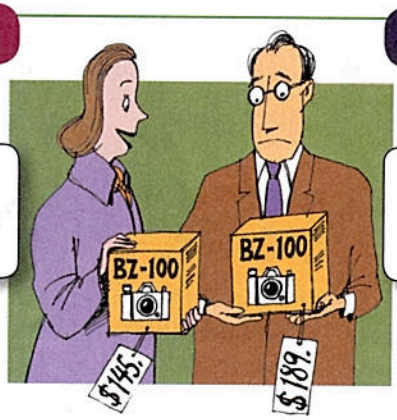
GOAL Describe where to get the best deals

BEFORE YOU LISTEN

A 5:30 **Vocabulary** • *How to describe good and bad deals* Read and listen. Then listen again and repeat.

Good deals

She **got a great deal.**
She **saved a lot of money.**
It **was a real bargain.**



Bad deals

He **got a bad deal.**
He **paid too much money.**
It **was a total rip-off.**

B Discussion Read about two shopping experiences. Do you think either of the people got a good deal? Use the Vocabulary.

I was in Saudi Arabia on business, and I wanted to buy a rug. I found a beautiful one, but the asking price was too high: US $900. I said I could go as high as $350. We bargained for a long time, but the merchant wouldn't come down in price. Finally, we shook hands. When I turned to leave the store, he was very surprised. I thought the handshake meant "Sorry. That's too low." But it really meant "It's a deal." So I went back in and bought it.

When I was in Shanghai, I decided to look for some antique pottery. I found a beautiful blue and white vase from the sixteenth-century Ming Dynasty. We bargained about the price, and the salesperson came way down for me. So of course I bought it. It was more than I wanted to spend, but I really liked it. Later, a friend told me that the "antiques" in these shops aren't really antiques—they're actually new!

LISTENING COMPREHENSION

A 5:31 **Listen for main ideas** Listen to the conversations about shopping. Then listen again and complete the chart.

	What did the shopper buy?	Did the shopper get a good price?	
1		☐ yes	☐ no
2		☐ yes	☐ no
3		☐ yes	☐ no
4		☐ yes	☐ no

B 5:32 **Listen for details** Listen again. Write the price each person paid.

1 ..... euros 2 ..... pounds 3 ..... dollars 4 ..... pesos

NOW YOU CAN Describe where to get the best deals

A Notepadding Write notes about a good or bad shopping experience you have had.

What did you buy?

Where did you buy it?

Did you bargain?

How much did you pay?

B Group work Now describe your shopping experience to your classmates. Use your notepad.

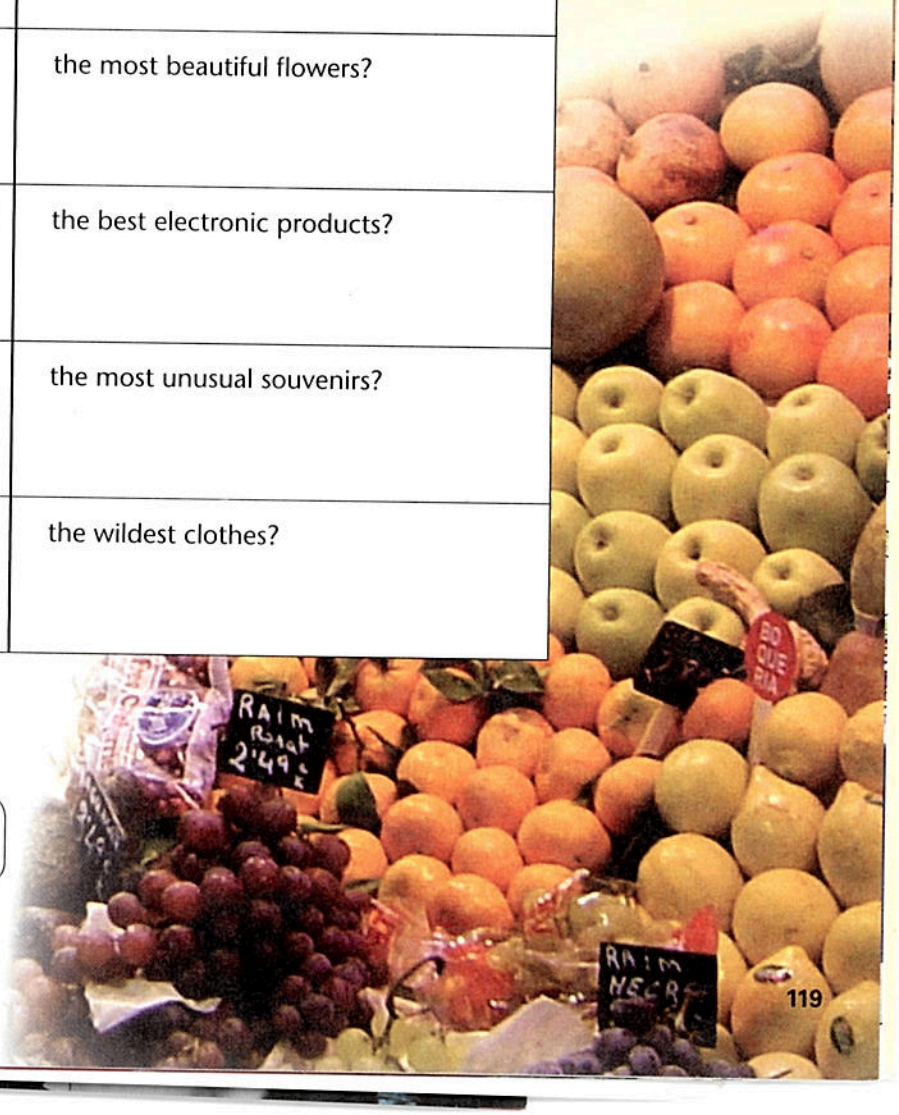
Text-mining (optional)
Underline language in the stories in Exercise B on page 118 to use in the Group Work. For example:
"We bargained for a long time ..."

C Frame your ideas Complete the chart with places in your city or town.

What are . . .	Where can you buy . . .
the best restaurants?	the least expensive fruits and vegetables?
the nicest hotels?	the most beautiful flowers?
the most expensive department stores?	the best electronic products?
the most unusual markets?	the most unusual souvenirs?
the most interesting museums?	the wildest clothes?

D Discussion Where should people go in your city or town for the best deals?

"The fruits and vegetables at the North Market are the freshest in town."



Review

More Practice
ActiveBook Self-Study Disc
grammar · vocabulary · listening
reading · speaking · pronunciation

A 5:33 **Listening comprehension** Listen to each conversation. Write the item that the people are talking about. Indicate whether the item is satisfactory (✓) or unsatisfactory (✗) to the customer. Then listen again and circle the adjectives that the salesperson uses to describe the product.

	They're talking about . . .	Satisfactory?	Adjectives
1		☐	light / fast / cheap
2		☐	light / warm / beautiful
3		☐	tall / beautiful / affordable
4		☐	light / easy to use / affordable

B Complete the sentences.

1 If you're out of cash and the bank is closed, you can get money from ..... .
2 If there's a service charge on the bill, you probably don't need to leave ..... .
3 In some places, you can ..... for a lower price.
4 Before you go overseas, you should check the ..... of your currency and the currency of the place you're traveling.
5 It was a real ..... . I saved a lot of money.
6 It was a total ..... . I paid too much money.

C On a separate sheet of paper, rewrite each sentence, using too or enough. For example:

That vase is too heavy. → That vase isn't light enough.

1 Those cameras aren't cheap enough.
2 This printer is too slow.
3 The inside of the fridge isn't cool enough.
4 That restaurant is too noisy.
5 My flat screen TV isn't big enough.
6 Those pants aren't long enough.

D Write two sentences about shopping in your city. Use the superlative.

The stores in Old Town have the most interesting gifts.

1
2

5:34/5:35
Top Notch Pop
"Shopping for Souvenirs"
Lyrics p. 150

E **Writing** On a separate sheet of paper, write a guide to the best places for a visitor to your city or town to stay in, visit, and shop.

Ideas

hotels	theaters
stores	neighborhoods
museums	stadiums

WRITING BOOSTER ▸ p. 148
- *Connecting contradictory ideas*
- *Guidance for Exercise E*

ORAL REVIEW

Contest Form teams. Create false statements about the products. Another team corrects the statements. (Teams get one point for each statement they correct.) For example:

There's a sale on camcorders today.

Role play Create conversations for the people.

- Ask for a recommendation. Start like this:
  I'm looking for ___. Which is the . . . ?
- Bargain for the best price. Start like this:
  How much do you want for that . . . ?

NOW I CAN...

- ☐ Ask for a recommendation.
- ☐ Bargain for a lower price.
- ☐ Discuss showing appreciation for service.
- ☐ Describe where to get the best deals.

Reference Charts

Countries and nationalities

Argentina	Argentinean / Argentine	Guatemala	Guatemalan	Peru	Peruvian
Australia	Australian	Holland	Dutch	Poland	Polish
Belgium	Belgian	Honduras	Honduran	Portugal	Portuguese
Bolivia	Bolivian	Hungary	Hungarian	Russia	Russian
Brazil	Brazilian	India	Indian	Saudi Arabia	Saudi / Saudi Arabian
Canada	Canadian	Indonesia	Indonesian	Spain	Spanish
Chile	Chilean	Ireland	Irish	Sweden	Swedish
China	Chinese	Italy	Italian	Switzerland	Swiss
Colombia	Colombian	Japan	Japanese	Taiwan	Chinese
Costa Rica	Costa Rican	Korea	Korean	Thailand	Thai
Ecuador	Ecuadorian	Lebanon	Lebanese	Turkey	Turkish
Egypt	Egyptian	Malaysia	Malaysian	the United Kingdom	British
El Salvador	Salvadorean	Mexico	Mexican	the United States	American
France	French	Nicaragua	Nicaraguan	Uruguay	Uruguayan
Germany	German	Panama	Panamanian	Venezuela	Venezuelan
Greece	Greek	Paraguay	Paraguayan	Vietnam	Vietnamese

Non-count nouns

This list is an at-a-glance reference to the non-count nouns used in *Top Notch 1*.

aerobics	cheese	entertainment	ice	oil	service	traffic
air-conditioning	chicken	fish	ice cream	outerwear	shopping	transportation
basketball	clothing	food	juice	pasta	shrimp	TV
beef	coffee	fruit	junk food	pepper	sightseeing	walking
bike riding	crab	garlic	lamb	pie	skydiving	water
bread	culture	golf	lettuce	rice	sleepwear	weather
broccoli	dancing	health	lingerie	running	soccer	wildlife
butter	dessert	history	meat	salad	soup	yogurt
cake	dinner	hosiery	milk	salt	squid	
candy	electronics	hot sauce	music	sausage	swimming	
cash	English	housework	nature	seafood	tennis	

Irregular verbs

base form	simple past	past participle	base form	simple past	past participle	base form	simple past	past participle
be	was / were	been	give	gave	given	sell	sold	sold
begin	began	begun	go	went	gone	send	sent	sent
break	broke	broken	grow	grew	grown	shake	shook	shaken
bring	brought	brought	have	had	had	sing	sang	sung
build	built	built	hear	heard	heard	sit	sat	sat
buy	bought	bought	hit	hit	hit	sleep	slept	slept
catch	caught	caught	hurt	hurt	hurt	speak	spoke	spoken
choose	chose	chosen	keep	kept	kept	spend	spent	spent
come	came	come	know	knew	known	stand	stood	stood
cost	cost	cost	leave	left	left	steal	stole	stolen
cut	cut	cut	lose	lost	lost	swim	swam	swum
do	did	done	make	made	made	take	took	taken
drink	drank	drunk	mean	meant	meant	teach	taught	taught
drive	drove	driven	meet	met	met	tell	told	told
eat	ate	eaten	pay	paid	paid	think	thought	thought
fall	fell	fallen	put	put	put	throw	threw	thrown
feel	felt	felt	quit	quit	quit	understand	understood	understood
find	found	found	read	read	read	wake up	woke up	woken up
fit	fit	fit	ride	rode	ridden	wear	wore	worn
fly	flew	flown	run	ran	run	win	won	won
forget	forgot	forgotten	say	said	said	write	wrote	written
get	got	gotten	see	saw	seen			

Grammar Booster

The Grammar Booster is optional. It is not required for the achievement tests in the *Top Notch Complete Assessment Package*. If you use the Grammar Booster, there are extra exercises in the Workbook in a separate labeled Grammar Booster section.

UNIT 1 *Lesson 1*

Information questions with be: usage and form

Use Who to ask about people, What to ask about things, Where to ask about places, and How old to ask about age.

singular nouns	plural nouns
Who's your teacher?	Who are the new students?
What's your name?	What are their names?
Where's your father from?	Where are your classmates from?
How old is your sister?	How old are your children?

A Choose an answer for each question.

___ 1 What's your name?
___ 2 Where is she from?
___ 3 Where's her father from?
___ 4 Who is Bernard Udall?
___ 5 How old are your cousins?

a Scotland, actually. She's British.
b He's the CEO of BRC Incorporated.
c Kim's father? Seoul, I think.
d Eighteen and ten.
e Ivan. But everyone calls me Vanya.

Possessive nouns and adjectives

Possessive nouns

Add 's to a name or a noun.
Where is Peter's father from? What's the teacher's name?

Add an apostrophe (') to plural nouns that end in -s.
What are the students' names?

Add 's to the name or noun that comes last in a list of two or more.
When is Sally and Hannah's class?

Possessive adjectives

Where's Chad's father from? → Where's his father from?
What's Sheila's last name? → What's her last name?
What's Lee and Ping's address? → What's their address?

I → **my**
you → **your**
he → **his**
she → **her**
it → **its**
we → **our**
they → **their**

B Complete each sentence with a possessive form of the noun.

1 _____ (Dean) father is an engineer.
2 What is _____ (Janec) e-mail address?
3 The book is _____ (Kayla).
4 _____ (Nicole and Sean) class is at eight.
5 What are your _____ (brothers) occupations?

C On a separate sheet of paper, write a question for each answer, using What and a possessive adjective. Follow the example.

My occupation? I'm a student. *What's your occupation?*

1 Lin and Ben's? It's 2 Bay Street.
2 His phone number? It's 21-66-55.
3 Dave's last name? It's Bourne.
4 Sandra's nickname? It's Sandy.
5 My e-mail address? It's acme4@ymail.com.
6 Ray's? His address is 456 Rue Noire.

D **Complete each sentence with a possessive adjective.**

1 This is my sister. _____ husband is from Ecuador.
2 Robert is a new student here. _____ nickname is Bobby.
3 My friends live in London, but _____ hometown is in Scotland.
4 My husband and I live in Chicago, but _____ children don't.
5 I'd like you to meet _____ colleague Sam. He works with me at the bank.
6 I like that picture. _____ colors are very nice.

UNIT 1 *Lesson 2*

Verb be: usage and form

The verb be gives information about the subject of a sentence. The subject of a sentence can be a noun or a pronoun.

noun subject	pronoun subject
Our teacher is from the United States.	She is from the United States.
That school is new.	It is new.

Affirmative statements

There are three forms of the verb be in the present tense: am, is, and are.

I am a student. He / She / It is late. You / We / They are married.

Contracted forms

Contract be with subject nouns and pronouns. Use contractions in speaking and informal writing.

Robin is an artist. = Robin's an artist.
He is single. = He's single.
I am a student. = I'm a student.
You are on time. = You're on time.

Negative contractions

There are two ways to form negative contractions.

He's not Brazilian. = He isn't Brazilian.
They're not teachers. = They aren't teachers.

Note: There is only one way to contract I am not → I'm not.

Short answers with be: common errors

Don't use contractions with affirmative short answers to yes / no questions.

Are you a salesperson? Yes, I am. NOT ~~Yes, I'm.~~
Is he American? Yes, he is. NOT ~~Yes, he's.~~
Are they designers? Yes, they are. NOT ~~Yes, they're.~~

Note: It is also common to answer just with Yes or No.

Are you a salesperson? Yes.

A **On a separate sheet of paper, write these sentences, using contractions. Then practice saying each sentence aloud.**

1 She is an opera singer.
2 They are managers.
3 I am a student.
4 Bart is from Australia.
5 My mother is late.
6 Your father is nice.

B **On a separate sheet of paper, write a short answer for each question.**

1 Is New York in Russia?
2 Are you a scientist?
3 Are Korea and Japan in Asia?
4 Is Italy a city?
5 Is it 3:00 right now?
6 Are you a student?
7 Are you Canadian?
8 Is your father a manager?
9 Is English difficult?

Prepositions of time and place: usage rules

Time

Use on with the names of days or dates.

on Thursday	on Monday morning	on New Year's Day
on the weekend	on Sundays	on a weekday

Use in with periods of time (but not with names of days).

in 2008	in July	in [the] spring	in an hour
in the morning	in the 20th century	in the 1950s	in two weeks

Use at with specific moments in time.

at 9:00	at dawn	at noon
at sunrise	at dusk	at midnight

Place

Use on with the names of streets and specific physical locations.

on Main Street	on Smith Avenue	on the corner
on the street	on the right	on the left

Use in with the names of cities, countries, continents, and other large locations.

in the neighborhood	in the center of town	in Lima
in Korea	in Africa	in the ocean

Use at for buildings and addresses.

at the theater	at the supermarket	at the bank
at the train station	at 10 Main Street	

A Complete the following sentences with on, in, or at.

1 When's the movie? The movie is _____ Friday _____ 8:30.
2 _____ the weekend, I'm going to the concert _____ the public library.
3 Where is he? He's not here right now. He's _____ work.
4 Where's his office? It's _____ the center of town.
5 When was her mother born? She was born _____ January 1.
6 When does the movie take place? It takes place _____ the 19th century _____ Africa.
7 The park opens _____ 6:00 _____ the morning and closes _____ dusk.
8 Is the concert hall _____ Grove Street?
9 I think the theater is _____ the right side of the street.
10 Let's go to the evening show. The concert is outside, and the weather is really hot _____ the afternoon.
11 This concert occurs every second year _____ November.
12 I'll see you _____ Thursday morning in front of the theater, OK?

B Look at the tickets. On a separate sheet of paper, write questions with When or What time. Write a question with Where.

The simple present tense: usage and form

Usage

Use the simple present tense to talk about facts and habitual actions in the present.

facts	habitual actions
Josh speaks Spanish very well.	Josh speaks Spanish every day.
They work at Coffee Central.	They work late on Fridays.

Form

Add -s to the base form of the verb for third-person singular (he, she, or it).

I like Thai food.	He likes Peruvian food.
You study English.	She studies French.
They open at 6:00.	The store opens at 8:00.
We work at a café.	Marlene works at a school.

Negative forms

Use don't (do not) and doesn't (does not) + the base form of a verb to make negative statements.

I don't like American food.	He doesn't like Greek food.

Yes / no questions

Use do or does + the base form of a verb to form yes / no questions.

Do you speak Portuguese?	Does she speak French? NOT Does she ~~speaks~~ French?

A Write negative statements. Follow the example.

Gwen likes classical music. (Her sister) *Her sister doesn't like classical music.*

1 The café closes at 6:00. (The bookstore) _____

2 Neal lives in Quito. (His sister) _____

3 Miles works in an office. (His brother) _____

4 I have a big family. (My husband) _____

5 My younger brother speaks Chinese. (I) _____

6 Kiko's nephew likes hip-hop. (Her niece) _____

B Write yes / no questions. Follow the example.

A: *Does your sister live* near you? B: No, she doesn't. She lives in another city.

1 A: _____ drink coffee?
B: No, he doesn't. My brother drinks tea.

2 A: _____ children?
B: No, we don't have any yet.

3 A: _____ in Mexico?
B: No, my in-laws live in Chile.

4 A: _____ English?
B: Yes, she does. My niece speaks it well.

5 A: _____ work here?
B: Yes, they do. My cousins work downstairs.

6 A: _____ early?
B: No. The bookstore opens late.

UNIT 3 *Lesson 2*

Information questions in the simple present tense: form and common errors

Do and does

Use do or does + the base form of a verb to ask information questions.

Where do your in-laws live?	Where does your sister live?
When do you visit your parents?	When does she visit her parents?
How often do they go to class?	How often does he go to class?

Questions with who

Compare these questions with who.

	subject
Who visits your cousin in Chicago?	My mother does.
	object
Who does your mother visit in Chicago?	My mother visits my cousin.

Be careful! Don't use do or does with Who if the question is about the subject. Always use the third-person singular form to ask questions with Who about the subject.

Who lives here? NOT Who ~~does live~~ here? NOT Who ~~live~~ here?

How many

Be careful! Always use How many with plural nouns.

How many cousins do you have? NOT How many ~~cousin~~ do you have?

Complete the information questions.

1 _____ your father _____? He's a doctor.
2 _____ your in-laws _____? They live in Seoul.
3 _____ cousins _____? I have ten of them.
4 _____ your parents? I visit them every weekend.
5 _____ your sister _____? She lives across the street.
6 _____ speaks Russian? My brother-in-law does.
7 _____ your aunt _____ with? She lives with my cousin.
8 _____ you _____? I study late at night.
9 _____ has three kids? My sister does.
10 _____ your older brother _____? He studies in London.

UNIT 4 *Lesson 1*

Non-count nouns: categories and verb agreement

Non-count nouns are common in the following categories:

abstract ideas: health, advice, help, luck, fun
sports and activities: tennis, swimming, golf, basketball
illnesses: cancer, AIDS, diabetes, dengue
academic subjects: English, chemistry, art, mathematics
foods: rice, milk, sugar, coffee, fat

All non-count nouns require a singular verb.

Fat isn't good for you.
Mathematics is my favorite subject.

A Complete each sentence with the correct form of the verb.

1 Coffee _____ (be) my favorite beverage.
2 Rice _____ (be) very good for you, even when you are sick.
3 Mathematics _____ (create) problems for many students, but not for me!
4 Influenza _____ (cause) pain and fever.
5 Darkness _____ (frighten) some people, but I don't know why.
6 Medical advice _____ (help) people decide what to do about their health.

B Complete the following sentences with a or an. If the noun is a non-count noun, write an X.

1 He has _____ diabetes.
2 She would like to eat _____ banana.
3 " _____ apple a day keeps the doctor away."
4 Would you like _____ appetizer?
5 There's _____ egg on the shelf.
6 Does the restaurant serve _____ rice with the chicken?
7 He always gives _____ good advice.
8 My family loves _____ music.

Non-count nouns: expressing quantities

We can make many non-count nouns countable:
a slice of bread, a loaf of bread, three pieces of bread, two kinds of bread

The following phrases are used with non-count nouns in order to make them countable:
liquids: a glass of, two cups of, a liter of, six gallons of, a bottle of, a can of
solids: a cup of, a piece of, three slices of, a kilo of, a spoonful of

C On a separate sheet of paper, complete each statement with a countable quantity. (Note: More than one phrase of quantity may be possible.)

liquids

1 This soup is so creamy. It has two ___ milk in it.
2 She must be very thirsty. This is her third ___ water.
3 My car has a big gas tank. It holds ___ gas.

solids

4 I ate ___ cheese and now I feel sick.
5 A club sandwich doesn't have two ___ bread. It has three ___ bread.
6 I like my tea sweet. Please put in ___ sugar.

Questions with How much and How many

Ask questions with How much for non-count nouns. Ask questions with How many for count nouns.

How much rice is in the soup? Not much. Two cups.
How many eggs are in the fridge? Not many. Three.

D Complete each question with How much or How many.

1 _____ bread do we need?
2 _____ salt did you put in the beef stew?
3 _____ hot pepper do you like?
4 _____ spoonfuls of sugar do you want in your tea?
5 _____ oil should I put in this salad?
6 _____ cheese is there in the fridge?
7 _____ slices of bread do you want?
8 _____ cups of coffee did you drink?

Words that can be count nouns or non-count nouns

Some nouns can be used as count or non-count nouns. The word is the same, but the meaning is different.

non-count use	count use
Chicken is delicious.	I bought two chickens.
Let's watch TV.	We have three TVs in our house.
The sun provides light.	It's too bright in here. Turn off one of the lights.

Some words can have a count sense or a non-count sense without any real difference in meaning.
I'm in the mood for salad. OR I'm in the mood for a salad.
I'd like steak for dinner. OR I'd like a steak for dinner.

Plural count nouns: spelling rules

Add -s to most nouns.

cup **cups** appetizer **appetizers** apple **apples**

If a noun ends in a consonant and -y, change the y to i and add -es.

cherry **cherries** berry **berries**

BUT: Do not change the y when the letter before the y is a vowel.

boy **boys**

Add -es to nouns that end in -ch, -o, -s, -sh, -x, or -z.

lunch **lunches** radish **radishes** tomato **tomatoes**
box **boxes** glass **glasses**

E Write the plural form of the following count nouns.

1 clam _____ 4 olive _____ 7 french fry _____
2 snack _____ 5 spoonful _____ 8 sandwich _____
3 cup _____ 6 pear _____ 9 vegetable _____
10 potato _____

UNIT 4 *Lesson 2*

Some and any

Use some and any to describe an indefinite number or amount.

There are **some** apples in the fridge. (Indefinite number: we don't know how many.)
Are there **any** oranges? (Indefinite number: no specific number being asked about.)
They are bringing us **some** coffee. (Indefinite amount: we don't know how much.)

Use some with non-count nouns and with plural count nouns in affirmative statements.

non-count noun **plural count noun**
We need **some** milk and **some** bananas.

Use any with non-count nouns and plural count nouns in negative statements.

non-count noun **plural count noun**
We don't want **any** cheese, and we don't need **any** apples.

Use any or some in questions with count and non-count nouns. There is no difference in meaning.

Do you need **any** cookies or butter? Do you need **some** cookies or butter?

A Change the following sentences from affirmative to negative. Follow the example.

There is some coffee in the kitchen. *There isn't any coffee in the kitchen.*
1 There are some onions on the table. _____
2 We have some cookies. _____
3 They need some onions for the soup. _____
4 She's buying some fruit at the market. _____
5 The Reeds want some eggs for breakfast. _____
6 I want some butter on my sandwich. _____
7 There is some chicken in the fridge. _____
8 They need some cheese for the pasta. _____

B Complete each sentence with some or any.

1 I don't want _____ more coffee, thank you.
2 There isn't _____ salt in this soup.
3 We don't see _____ sandwiches on the menu.
4 They need _____ sugar for their tea.
5 The restaurant is making _____ pies for the party.
6 It's too bad that there isn't _____ soup.
7 I don't see _____ menus on those tables.
8 There are _____ eggs for the omelette.

The present continuous: spelling rules for the present participle

The present continuous consists of two parts: a form of be and a present participle of a verb.
To form a present participle, add -ing to the base form of a verb.

base form		present participle
talk	→	talking

If the base form ends in a silent (unvoiced) -e, drop the -e and add -ing.

leave → leaving

In verbs of one syllable, if the last three letters are a consonant-vowel-consonant* sequence, double the last consonant and then add -ing to the base form.

C V C
s i t → sitting

BUT: If the base form of the verb ends in -w, -x, or -y, don't double the final consonant.

blow → blowing
fix → fixing
say → saying

If a base form has more than one syllable and ends in a consonant-vowel-consonant sequence, double the last consonant only if the spoken stress is on the last syllable.

per - mit → permitting BUT or - der → ordering

* **Vowels** = a, e, i, o, u
* **Consonants** = b, c, d, f, g, h, j, k, l, m, n, p, q, r, s, t, v, w, x, y, z

A Write the present participle for each of the following base forms. Follow the rules.

1 turn _____	7 stop _____	13 sew _____	19 change _____
2 rain _____	8 exit _____	14 listen _____	20 be _____
3 run _____	9 sit _____	15 do _____	21 have _____
4 help _____	10 eat _____	16 write _____	22 put _____
5 open _____	11 buy _____	17 begin _____	23 go _____
6 close _____	12 mix _____	18 use _____	24 pay _____

The present continuous: rules for forming statements

Remember to form the present continuous with be and a present participle of a verb.

affirmative statements	negative statements
I'm studying English.	I'm not studying French.
You're studying French.	You're not studying English.
He's reading a book.	He's not reading a newspaper.
She's reading a newspaper.	She's not reading a book.
We're watching TV.	We're not watching a DVD.
They're watching a video.	They're not watching TV.

B On a separate sheet of paper, change each affirmative statement to a negative statement. Use contractions.

1 She's going to the supermarket.
2 He's calling his wife this afternoon.
3 I'm cooking dinner tonight.
4 The Roberts are feeding their kids early.
5 Joel's taking the bus to the movies.
6 We're getting a new printer.

C **Write answers to the following questions in complete affirmative or negative statements. Use the present continuous and contractions.**

1 Are you studying English this weekend? _____
2 When are you taking a vacation? _____
3 Is it raining now? _____
4 Where are you eating dinner tonight? _____
5 Are you listening to music now? _____
6 Who's making breakfast tomorrow? _____

The present continuous: rules for forming questions

Yes / no questions: Place a form of be before the subject of the sentence. (Invert the subject and verb be.)

Is she watching TV?	**Are we** meeting this afternoon?
Are you driving there?	**Are they** talking on the phone?
Is Stu shopping?	**Are Nan and Bert** studying?

Information questions: Use question words to ask information questions. (Invert the subject and verb be.)

When are you going?	**How much** are you paying for that computer?
What are you doing right now?	**Why** are you buying that laptop?
Who is he watching on TV?	

Be careful with Who when asking a question about the subject:
Who's talking on the phone? (John is.)

D **Write a question in the present continuous to complete each conversation.**

1. A: _____?
   B: No. Luke's not watching TV right now.
2. A: _____?
   B: Yes, She's working this morning.
3. A: _____?
   B: I'm calling Janet Hammond.
4. A: _____?
   B: She's coming home later tonight.

UNIT 6 *Lesson 1*

Can and have to: form and common errors

Be careful! Use can with the base form of a verb.

She **can play** golf very well.	**Can** he **play** tennis?
NOT ~~She cans play~~.	NOT ~~Cans he play~~?
NOT ~~She can plays~~.	NOT ~~Can he plays~~?
NOT ~~She can to play~~.	NOT ~~Can he to play~~?

There are three negative forms of can.
He **can't** swim. = He **cannot** swim. = He **can not** swim.

Use have to or has to with the base form of a verb.

I / You / They / We } **have to go** to class at 9:00. She / He } **has to go** to class at 8:00.

Be careful!

It **has to close** at 4:00.	**Does** he **have to go**?
NOT ~~It has to closes~~.	NOT ~~Does he have to goes~~?
NOT ~~It has to closing~~.	NOT ~~Does he has to go~~?

A Correct the following sentences.

1 Can they ~~coming~~ come to the movie next week?

2 My mother-in-law have to go shopping this afternoon.

3 My cousin can't plays soccer tomorrow.

4 Does he has to meet his niece at the airport?

5 We're going to the beach this weekend, but I no can swim.

6 Alex can to go out for dinner tonight.

7 She doesn't have to working late tomorrow.

She cans go out for dinner.

8 Can he visits his in-laws next weekend?

9 You have to filling out an application for your English class.

10 Do we have to studying now? We're watching TV.

Can and have to: information questions

Can

Where **can I play** soccer around here? (Try the park.)
When **can** they **come** for lunch? (After class.)
How often **can** we **go** running? (Any time. Our afternoons are free.)
What languages **can** she **speak**? (She can speak Italian and Russian.)

Have to

What **does** he **have to do** tomorrow? (He has to go shopping.)
How often **does** she **have to work** late? (Not often.)
When **do** they **have to buy** the tickets? (This afternoon.)
Where **do** you **have to go** this morning? (To the airport.)

Be careful! See the difference when Who is the object or the subject.
Who **can** they **visit** on the weekend? They can visit **their cousins**. (object)
Who **do** you **have to call**? I have to call **my boss**. (object)
Who **can visit** his cousin on the weekend? **John** can. (subject)
Who **has to write** the report? **My boss** does. (subject)

B Complete the questions, using the cues and can.

1 A: _____ basketball around here? (Where / I / play)
B: Try the school. It isn't far.

2 A: _____ dinner together? (When / we / have)
B: How about tomorrow night?

3 A: I need some fresh air. _____ walking? (Where / I / go)
B: You can go to the park. It's very nice.

4 A: _____ English? (How often / you / study)
B: Not as much as I'd like to. I'm too busy.

5 A: _____ breakfast tomorrow morning? (Who / make)
B: What about Bill? He always wakes up early.

6 A: _____ with about English classes? (Who / I / speak)
B: The receptionist can help you.

C Complete the questions and answers, using have to or has to.

1 A: _____ he _____ (do) tomorrow?
B: He _____ (go) to class.

2 A: _____ she _____ (call) the office?
B: She _____ (call) every morning.

3 A: _____ he _____ (go) to the airport?
B: He _____ (leave) here at 3:00.

4 A: _____ they _____ (send) the form to?
B: They can't send it. They _____ (take) it to the office.

5 A: _____ you _____ (meet) after class?
B: I _____ (meet) my sister. We're going to the movies.

6 A: _____ (help) the teacher after class?
B: Chris and Tania. They _____ (clean) the board.

Can and be able to: present and past forms

You can also use be able to + base form for ability or possibility. Can is more frequent in spoken language.

I can play the violin. = I'm able to play the violin. (ability)
Bill can meet you at six. = Bill is able to meet you at six. (possibility)
They can't call this afternoon. = They aren't able to call this afternoon. (possibility)
He can't fix cars. = He isn't able to fix cars. (ability)

Use could or was / were able to + base form to talk about the past.

When I was four I could swim (or was able to swim).
They could speak (or were able to speak) French before they were ten.
She couldn't be (or wasn't able to be) there yesterday because she had a meeting.
We couldn't understand (or weren't able to understand) the directions.

Be careful! Use was / were able to (NOT could) for affirmative past statements of possibility.

She was able to be there yesterday. NOT She ~~could be~~ there yesterday.

D On a separate sheet of paper, change can to be able to in the following sentences.

1 She can swim very well.
2 They can't ride a bicycle.
3 George can meet you at the airport.
4 Lucy can't take the bus to the mall.

E On a separate sheet of paper, change the following statements from the present to the past.

1 We're able to help him.
2 The Martins can't go to the concert.
3 She is able to be there at seven.
4 Nicole can cook for the party.
5 Rachel and Brooke aren't able to play basketball at the school.

UNIT 6 *Lesson 2*

The simple present tense: non-action verbs

Some verbs are non-action verbs. Most non-action verbs are not usually used in the present continuous, even when they are describing something that is happening right now.

I want a sandwich. NOT I ~~am wanting~~ a sandwich.

Some non-action verbs have action and non-action meanings.

non-action meaning	action meaning
I have two sandwiches. (possession)	I'm having a sandwich. (eating)
I think English is easy. (opinion)	I'm thinking about her. (the act of thinking)

Some non-action verbs

be	miss
have	need
know	see
like	understand
love	want

A Complete the letter. Use the simple present tense or the present continuous form of the verbs.

Dear Keith,

It's 2:00 and I _____ (1 think) of you. The kids _____ (2 play) outside. I _____ (3 see) them through the window right now. They _____ (4 have) a small table and chairs and they _____ (5 have) a late lunch. I _____ (6 want) to send this before I go to work. I _____ (7 know) you're working hard and we all _____ (8 miss) you.

Maggie

The simple present tense: placement of frequency adverbs

Frequency adverbs generally go after the verb be and before other verbs.

I am usually at the pool on Saturdays.
I usually go to the pool on Saturdays.

Sometimes, usually, often, generally, and occasionally can also go at the beginning or end of a sentence.

Sometimes I go to the mall on Saturdays.
I go to the pool occasionally.

Be careful! Don't use never or always at the beginning or end of a sentence.

Don't say: ~~Never I go to the pool~~. OR ~~I go to the pool always~~.

In negative sentences, most frequency adverbs can go before or after don't or doesn't.

Hank usually doesn't go running on the weekend.
Hank doesn't usually go running on the weekend.

Be careful! The frequency adverb always cannot go before don't or doesn't.

I don't always have breakfast in the morning. NOT I ~~always don't~~ have breakfast in the morning.

Be careful! Don't use never with a negative verb. Use the frequency adverb ever.

I never eat sweets. OR I don't ever eat sweets. NOT I ~~don't never~~ eat sweets.

Time expressions

Time expressions generally go at the beginning or end of a sentence. When a time expression is at the beginning, a comma is optional. Don't use a comma when the time expression is at the end.

Three times a week, I go to the pool. I go to the pool three times a week.

The time expression a lot goes at the end of a sentence.

I go to the pool a lot. NOT ~~A lot I go to the pool~~.

Some time expressions
every week
every other day
once a month
twice a year
three times a week

Other expressions
once in a while
a lot

B On a separate sheet of paper, rewrite these sentences correctly.

1 She plays usually golf on Sunday.
2 They go to the park hardly ever.
3 I always am hungry in the afternoon.
4 We once in a while have eggs for breakfast.
5 Penny doesn't never exercise.
6 Never I go swimming at night.
7 Vivian doesn't drink always coffee.
8 Corey and I play twice a week tennis together.
9 We go often bike riding in the afternoon.
10 She is every day late for class.

UNIT 7 *Lesson 1*

The past tense of be: form

Use was and were for affirmative statements. Use wasn't and weren't for negative statements.

I was in Rome yesterday. They were in Paris.
She wasn't on time. They weren't early.

Begin yes / no questions with Was or Were.

Was your flight late? Were you late?

Begin information questions with a question word followed by was or were.

How long was your vacation? How many people were there?
Where was your passport? Where were your tickets?

A **Complete the conversations with was, were, wasn't, or weren't.**

1 A: _____ you out of town last week?
B: No, I _____. Why?
A: Well, you _____ at work all week.

2 A: How _____ the food?
B: Great! There _____ lots of fresh seafood and the fruit _____ delicious.

3 A: So _____ your vacation OK?
B: Well, actually it _____. The food _____ terrible and there _____ too many people.

4 A: Where _____ you last weekend?
B: I _____ on vacation.
A: Really? How _____ it?

5 A: How long _____ your trip?
B: Only a few hours, but we _____ pretty tired.

6 A: _____ your brother on vacation last week?
B: Yes, he _____. He and his wife _____ on a cruise.

B **On a separate sheet of paper, unscramble the words to write questions, using was or were.**

1 your / vacation / very long
2 your luggage / where
3 the drive / comfortable
4 you / on the morning flight
5 your friends / late
6 there / a lot of people / on the train

UNIT 7 *Lesson 2*

The simple past tense: spelling rules for regular verbs

Form the past tense of most verbs by adding -ed to the base form.
play → played

For verbs ending in -e or -ie, add -d.
smile → smiled tie → tied

For one-syllable verbs ending in one vowel + one consonant, double the consonant and add -ed.
stop → stopped plan → planned

For two-syllable verbs ending in one vowel + one consonant: If the first syllable is stressed, add -ed.
vi - sit → visited

If the second syllable is stressed, double the consonant and add -ed.
pre - fer → preferred

For verbs ending in a consonant and -y, change the -y to -i and add -ed.
study → studied

Be careful! Do not use -ed for irregular verbs.

See page 122 for a list of irregular verbs in the simple past tense form.

A **On a separate sheet of paper, write the simple past tense form of the following verbs.**

1 return _____
2 like _____
3 change _____
4 cry _____
5 try _____
6 stay _____
7 travel _____
8 arrive _____
9 rain _____
10 wait _____
11 offer _____
12 hurry _____

B **On a separate sheet of paper, write the simple past tense form of these irregular verbs.**

1 eat _____
2 drink _____
3 swim _____
4 go _____
5 write _____
6 meet _____
7 run _____
8 begin _____
9 buy _____
10 read _____
11 pay _____
12 understand _____

The simple past tense: usage and form

Use the simple past tense to talk about completed actions in the past.

My grandparents **went** to Paris in April.
Last year, we **played** tennis and **did** aerobics every day.

Negative forms

Use didn't + the base form of a verb.

He **didn't go** out last weekend. NOT He didn't ~~went~~ out last weekend.
They **didn't have** a good time. NOT They didn't ~~had~~ a good time.

Questions

Begin yes / no questions with Did. Use the base form of the verb.

Did you **go** swimming every day? NOT **Did** you ~~went~~ swimming every day?

Begin information questions with a question word followed by did. Use the base form of the verb.

Where did you **go** shopping? **When did** he **arrive**? **What did** they **eat** every day?

C On a separate sheet of paper, change each affirmative statement into a negative statement.

1 I slept all night.
2 We went swimming.
3 She ate a lot of food.
4 They drank a lot of coffee.
5 We had dinner at eight.
6 He bought postcards.

D On a separate sheet of paper, unscramble the words to write questions. Use the simple past tense.

1 you / go / where / on vacation last summer
2 you / from vacation / get back / when
3 they / a good flight / have
4 in London / you / do / what
5 your parents / their trip / enjoy
6 stay / how long / in Paris / Alicia

UNIT 8 *Lesson 1*

Direct objects: usage

The subject of a sentence performs the action of the verb. A direct object receives the action of the verb.

subject	verb	direct object
I	like	spicy food.
Anne	wears	dark clothes.

A Underline the subjects in the following sentences. Circle the direct objects.

1 Stacey is wearing a bathrobe right now.
2 Many people buy outerwear in this store.
3 I love red shoes.
4 Sanford and Gloria never wear shorts.
5 You can't enter this store before 10:00.
6 Do you have your credit card?
7 Marianne wants a pair of warm pajamas.

Indirect objects: usage rules and common errors

When a sentence contains a direct object and a prepositional phrase, you can use an indirect object to say the same thing.

prepositional phrase	indirect object
I'm buying the gloves **for her**.	I'm buying **her** the gloves.
Give the sweater **to Jay**.	Give **Jay** the sweater.

Be careful! When a sentence contains both a direct object and an indirect object, the indirect object always comes first. The direct object CANNOT be a pronoun.

Mindy wrote **her parents a letter**. NOT Mindy wrote ~~a letter her parents~~. NOT Mindy wrote her parents it.
Mindy wrote **them a letter**. NOT Mindy wrote ~~a letter them~~. NOT Mindy wrote them it.

B **On a separate sheet of paper, rewrite each sentence, changing the prepositional phrase into an indirect object pronoun. Follow the example.**

She buys clothes for them. *She buys them clothes.*

1 Laurie sends a check to her father every month.
2 At night we read stories to our children.
3 They serve meals to us in the dining room.
4 They never give gifts to me on my birthday.

C **On a separate sheet of paper, rewrite each sentence, changing the indirect object pronoun into a prepositional phrase using the preposition in parentheses. Follow the example.**

They never buy me dinner. (for) *They never buy dinner for me.*

1 He always gives me the check. (to)
2 I sent my colleagues the tickets. (to)
3 His friend showed him the check for dinner. (to)
4 She'd like to get her mother a book. (for)

D **On a separate sheet of paper, rewrite the following sentences, adding the indirect object or prepositional phrase to each sentence. Don't add any words. Follow the example.**

They sent it on Monday. (to me) *They sent it to me on Monday.*

1 Did they give breakfast at the hotel? (you)
2 We always tell the truth. (her)
3 They make lunch every day. (for him)
4 He brought flowers last night. (his wife)

UNIT 8 *Lesson 2*

Comparative adjectives: spelling rules

Add -er to one-syllable adjectives. If the adjective ends in -e, add -r.
tight → tighter loose → looser

If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding -er.
hot → hotter

For most adjectives that end in -y, change the y to i and add -er.
pretty → prettier busy → busier

To make the comparative form of most adjectives that have more than two syllables, use more or less.
affordable → more affordable convenient → less convenient

When comparing two things that are both in the sentence, use than before the second thing.
She's less practical than her sister. The weather is warmer there than here.

A **On a separate sheet of paper, write the comparative form of the following adjectives.**

1 tall	5 light	9 sad	13 spicy	17 popular
2 sunny	6 clean	10 fatty	14 healthy	18 red
3 comfortable	7 bad	11 salty	15 cute	19 conservative
4 heavy	8 late	12 sweet	16 short	20 interesting

B **Complete each sentence with a comparative adjective. Use than if necessary.**

1 I like the pink purse. It's much _____ (nice).
2 Low-fat milk is not bad, but no-fat milk is _____ (good).
3 France is _____ (small) Russia.
4 Women's shoes are usually _____ (expensive) men's shoes.
5 It's hot during the day, but it's _____ (cool) at night.
6 He's a lot _____ (tall) his brother.
7 This projector is a lot _____ (popular), but it's _____ (affordable).
8 They're much _____ (liberal) about clothing rules at the beach.
9 It's usually _____ (sunny) in the morning before the rain begins.
10 French fries are _____ (fatty) and _____ (salty) a salad.

Modals can, could, and should: meaning, form, and common errors

Meaning

Use can to express ability or possibility.

Jerome **can** speak Korean. I **can** be there before 8:00.

Use could to suggest an alternative or to make a weak suggestion.

They **could** see an old movie like *Titanic*, or they **could** go to something new.
You **could** eat a healthier diet.

Use should to give advice or to express criticism.

You **should** think before you speak.

Form

Modals are followed by the base form of the main verb of the sentence, except in short answers to questions.

You **can eat** at a lot of good restaurants in this neighborhood.
Who should read this? They **should**.
Can you see the moon tonight? Yes, I **can**.

Use not between the modal and the base form.

You shouldn**'t** stay at the Galaxy Hotel. They can**'t** take the express.

In yes / no questions, the modal precedes the subject of the sentence. In information questions, the question word precedes the modal.

Yes / no questions
Should I buy a round-trip ticket?
Can we make the 1:05 flight?
Could she take an express train?

Information questions
When should they leave?
Why should they go?
Which trains **could** I take?
Who could they call?

BUT: Note the word order when Who is the subject.

Who can give me the information? (The travel agent can.)

Common errors

Never add -s to the third-person singular form of modals.

He **should buy** a ticket in advance. NOT ~~He shoulds buy~~ a ticket in advance.

Never use to between modals and the base form.

You **could take** the train or the bus. NOT You ~~could to take~~ the train or the bus.

Circle the correct phrases to complete the sentences.

1 Who (should buy / should to buy) the tickets?
2 Where (I can find / can I find) a hotel?
3 You (could to walk / could walk) or (take / taking) the bus.
4 (I should to call / Should I call) you when I arrive?
5 We (can to not take / can't take) the bus; it left.
6 When (should you giving / should you give) the agent your boarding pass?
7 Which trains (can get / can getting) me there soon?

Expansion: future actions

There are four ways to express future actions, using present forms.

Be going to

Be going to + base form usually expresses a future plan or certain knowledge about the future.

I'm **going to spend** my summer in Africa. She's **going to** get a rental car when she arrives.
It's **going to** rain tomorrow.

The present continuous

The present continuous can also express a future plan.

We're **traveling** tonight. We **aren't wearing** formal clothes to the wedding.
We **aren't eating** at home tomorrow.

The simple present tense

The simple present tense can express a future action, especially with verbs of motion: arrive, come, depart, fly, go, leave, sail, and start—especially when on a schedule or a timetable. When the simple present tense expresses the future, there is almost always a word, phrase, or clause indicating the future time.

This Monday, the express leaves at noon.

The flight arrives at 9:00 tonight.

The present of be

The present of be can describe a future event if it includes a word or phrase that indicates the future.

The wedding is on Sunday.

A Read the arrival and departure schedules. Then complete each sentence or question with the simple present tense.

1 The bus _____ at 11:00. It _____ at 8:00.

2 When _____ the flight _____?
It _____ at 23:30.

3 What time _____ the train _____ in Beijing? At 10:20 P.M.

4 _____ the train _____ at 7:00? Yes, it does.

B On a separate sheet of paper, answer each of the following questions with a complete sentence. There may be more than one correct way to answer each question.

1 What are your plans for your next vacation?

2 What are you going to do this weekend?

3 What are you doing this evening?

UNIT 10 *Lesson 1*

Comparative and superlative adjectives: usage and form

Usage

Comparative adjectives compare two people, places, or things. Use than if the second item is mentioned right after the adjective.

Mexico City is larger than Los Angeles.
Compared with Los Angeles, Mexico City is larger.

Housing in New York is more expensive than in Lima.
Compared with Lima, housing is more expensive in New York.

Superlative adjectives compare more than two people, places, or things.

Compared to other cities in the Americas, Mexico City is the largest.

Be careful! Use the with superlative adjectives.
Don't say: Mexico City is ~~largest~~.

Form

adjective	comparative adjective	superlative adjective
cheap	cheaper (than)	the cheapest
expensive	more expensive (than)	the most expensive
practical	less practical (than)	the least practical

Superlative adjectives: spelling

Add -est to one-syllable adjectives. If the adjective ends in -e, add -st.

cheap → the cheapest
loose → the loosest

If an adjective ends in a consonant-vowel-consonant sequence, double the final consonant before adding -est.

hot → the hottest

For most adjectives that end in -y, change the y to i and add -est.

pretty → the prettiest
busy → the busiest

To form the superlative of most adjectives of two or more syllables, use the most or the least.

Car trips are the least expensive vacations.
Cruises are the most relaxing vacations.

A **Write both the comparative and superlative form of each of the following adjectives.**

	comparative	superlative
1 tall		
2 easy		
3 liberal		
4 heavy		
5 unusual		
6 pretty		
7 exciting		
8 wild		
9 informal		
10 interesting		
11 conservative		
12 light		
13 casual		
14 comfortable		
15 relaxing		
16 long		
17 short		
18 scary		

B **Complete each sentence with a comparative or superlative adjective. Use than if necessary.**

1 That dinner was _____ (delicious) meal we had on our vacation.
2 This scanner is definitely _____ (good) other one.
3 The Caribbean cruise is _____ (relaxing) of our vacation packages.
4 The Honsu X24 is a good camera, but the Cashio is _____ (easy) to use.
5 We have several brands, but I'd say the R300 is _____ (popular).
6 Sunday was _____ (bad) day of our vacation.
7 I like that rug, but I think this one is _____ (beautiful).
8 Our vacation in Brazil was _____ (nice) our vacation in Italy last year.
9 There are so many brands to choose from. Which brand is _____ (good)?
10 All three cameras look good. But which one is _____ (easy) to use?
11 I like both the J12 and the Pro MP3 players, but which one's _____ (small)?
12 Which of these three plates do you think is _____ (pretty)?
13 I can't decide if I should read this book or that one. Which one is _____ (interesting)?

UNIT 10 *Lesson 2*

Intensifiers very, really, and too

Intensifiers make the meaning of adjectives stronger.
Very and really have the same meaning. They can intensify adjectives with a positive or negative meaning.
That restaurant is **really** (or **very**) **good**. I want to go there.
That movie is **really** (or **very**) **scary**. I don't want to see it.

Too also makes the meaning of adjectives stronger. But too expresses the idea of "more than enough."
Too usually has a negative meaning.
That movie is **too long**. I don't want to see it.
This restaurant is **too expensive**. I'm not going to eat here.

Be careful! Don't use too to intensify adjectives with a positive meaning. Use very and really.
This camera is **very** affordable! NOT This camera is ~~too affordable~~!

A Complete each sentence with too, really, or very and your own adjective.

1 Beach vacations are _____. I love them.
2 French fries are _____. You shouldn't eat them every day.
3 A cruise is _____. I don't have enough money to take one.
4 They say this movie is _____. I want to see it.
5 This book is _____. You should read it.
6 English is _____. People are learning it all over the world.
7 This printer is _____. I need to replace it.
8 These pants are _____. I need to buy a larger pair.

B Complete each conversation, using too or enough.

1 A: How about this? Should we buy it for your mother?
B: No. It isn't _____ (pretty). I want something nicer.
2 A: Do you think this rug is too small?
B: No, it's great. I think it's _____ (big).
3 A: Did you buy a microwave yesterday?
B: I looked at some. But they were _____ (expensive).
4 A: Why are you sending that steak back to the chef?
B: It's an expensive meal, and this steak just isn't _____ (good).
5 A: You never eat dessert?
B: No. Desserts are _____ (sweet) for me.
6 A: How was your vacation?
B: To tell the truth, it just wasn't _____ (relaxing).
7 A: How's that soup? Is it _____ (hot)?
B: No, it's fine. Thanks.
8 A: Would you like more ice in your water?
B: Yes, please. It isn't _____ (cold).

Writing Booster

The Writing Booster is optional. It is intended to teach students the conventions of written English. Each unit's Writing Booster is focused both on a skill and its application to the Writing Exercise from the Unit Review page.

UNIT 1 *Capitalization*

Use a capital letter to begin a sentence.
It's a pleasure to introduce my classmate.

Use a capital letter for:

cities / countries	I live in Beijing. He's from Colombia.
nationalities	They're Honduran.
languages	I speak Russian and Italian.
days and months	My birthday is on Tuesday, June 19th.
the word I	My brother and I are students.
formal titles and names	I'd like you to meet Mr. Smith.

A On a separate sheet of paper, rewrite each sentence, using correct capitalization.

1 please say hello to julio cueva from peru.
2 my friend mr. lee is a computer programmer from korea.
3 he is brazilian, and his birthday is in october.
4 my classmate ms. silva is twenty-six years old.
5 miss wang teaches chinese to college students.
6 this monday john met his friend mr. abe.
7 when i travel, i need to use english.

B Guidance for Writing (page 12) Ask a classmate the questions below. Use the answers as a guide for your writing. Add more information if you can. Make sure you use capital letters correctly.

- What's your partner's name?
- Does your partner have a nickname?
- How old is your partner?
- What's your partner's occupation?
- What is your partner's hometown?
- Is your partner's hometown his or her birthplace?
- What's your partner's favorite actor?
- What's your partner's favorite sport?

UNIT 2 *The sentence*

In English, a sentence is a group of words that expresses a thought. A sentence has a subject and a verb. When you write a sentence, begin with a capital letter and end with a period.

subject	verb	subject	verb
The play	is great.	She	loves music.

A Circle the subject and underline the verb in each sentence.

1 Her children like folk music.
2 I prefer CDs to cassettes.
3 My boyfriend loves classical music.
4 Their favorite musician is Beck.
5 The play isn't very good.

B Write an X next to the words or groups of words that are not sentences.

☐ 1 A theater fan.
☐ 2 The theater is down the street from the park.
☐ 3 And around the corner from the art gallery.
☐ 4 I listen to music in the shower.
☐ 5 Really loud concerts.
☐ 6 Downloading music.

C Guidance for Writing (page 24) Use the ideas as a guide to help you write five sentences about your musical tastes. Begin each sentence with a capital letter and end each sentence with a period. Be sure to use a subject and a verb in each sentence.

Ideas
- your favorite music
- your favorite artist
- when you listen to music
- where you buy music
- how many CDs you own

UNIT 3 *Combining sentences with and or but*

And

Use and to combine two sentences if you want to add information. It's common, but not necessary, to use a comma before and.

My cousin loves rock music, and she's a great dancer.

But

Use but to combine two sentences if you want to show a difference or contrast. It's common, but not necessary, to use a comma before but.

My cousin loves rock music, but I love classical.
My cousin loves rock music, but I don't.

Be careful! In traditional formal writing, writers avoid beginning sentences with And or But.

Don't write: My cousin loves rock music. ~~And she's a great dancer.~~
Don't write: My cousin loves rock music. ~~But I don't.~~

A On a separate sheet of paper, combine these sentences, using and.

1 My sister-in-law has long hair. She's very pretty.
2 My aunt is a computer programmer. Her husband is a teacher.
3 We look alike. We wear the same clothes.
4 My cousin likes classical music. He loves Italian food.
5 We look completely different. We like different kinds of music.

B On a separate sheet of paper, combine these sentences, using but.

1 My brother wears old clothes. I wear new clothes.
2 My sister has long hair. I have short hair.
3 My cousin lives near the airport. His parents don't.
4 I love rock music. My stepfather doesn't.
5 We look alike. We wear completely different clothes.

C Guidance for Writing (page 36) Use the ideas to help you write six statements comparing two people in your family. Use and or but to combine sentences.

Ideas
- appearance
- musical tastes
- food preferences
- clothing preferences
- birthplaces and hometowns
- marital status
- favorite colors

UNIT 4 *Connecting words and ideas with and or in addition*

And

Remember that and connects two sentences and makes them one sentence.

I like fruit, and I also like vegetables.

You can also use and to connect words in a series. Notice the use of the comma in the examples below.

I like apples, oranges, grapes, and other fruits.

Be careful! Don't use a comma when and connects only two words.

I like apples and oranges. NOT ~~I like apples, and oranges~~.

In addition

In addition connects the ideas in one sentence with the ideas in the next sentence. Use a comma after in addition.

I like fruit. In addition, I like vegetables.
I like apples and oranges. In addition, I like grapes and other fruits.

A Connect the following words and ideas with and or in addition.

1 The people eat a lot of vegetables in Spain, Italy, _____ France.
2 In the U.S., many restaurants serve big portions. _____, there are a lot of fatty foods.
3 There are five or six great Italian restaurants near the hotel. _____, there are two restaurants where the menu has dishes from Mexico, Thailand, India, _____ even Indonesia!
4 She loves pasta, _____ I want to invite her to my favorite Italian restaurant.
5 Raw carrots taste great, _____ they're good for you.
6 This restaurant has great food. _____, the service is excellent.
7 You can choose from six entrées on the menu, _____ they all come with a choice of vegetable.
8 I usually order soup, salad, a main course, _____ dessert.

B **Guidance for Writing (page 48)** **Read the description of food in the United States. Use these paragraphs as a guide to help you write about the food of your country. Change the details so the sentences describe your food.**

American food is more than hamburgers, hot dogs, and pancakes. The best American food is regional. One regional specialty is clam chowder. Clam chowder is a delicious soup from the northeast coast. In Boston, clam chowder contains milk, and in New York it contains tomatoes. Clam chowder always contains Atlantic clams. In addition, clam chowder always contains some vegetables, such as onions, potatoes, peppers, or corn.

Another famous regional specialty of American cooking is barbecue. Barbecue comes from the center and south of the United States. Barbecue style is not always the same, but it always has meat and a spicy sauce. Americans are very proud of barbecue. Many restaurants claim that they have the only authentic barbecue. When you travel to the United States, be sure to try some regional specialties like clam chowder and barbecue.

UNIT 5 *Placement of adjectives: before nouns and after the verb be*

Adjectives are words that describe nouns and pronouns.

noun pronoun
The old photocopier is obsolete. It's also broken.

Adjectives come before nouns or after the verb be when the subject of a sentence is a noun or pronoun.
I have a new computer.
The computer is new. It's terrific.

Be careful! Adjectives don't come after nouns. Adjectives don't have plural forms.
new refrigerators
NOT ~~refrigerators new~~
NOT ~~news~~ refrigerators

When two adjectives describe the same noun, connect them with and.
When there are more than two, use commas.
The microwave is popular and convenient.
This camera is obsolete, broken, and defective.

Adjectives

broken	fast
obsolete	popular
defective	guaranteed
terrible	affordable
awful	convenient
great	good
terrific	fixable
awesome	

Some adjectives are compound phrases.
This scanner is really up-to-date.
She bought an out-of-date camcorder.

A **Circle the adjectives in each sentence.**

1 My old printer is obsolete.
2 This MP3 is very convenient. And it's portable, too.
3 Is your scanner fixable?
4 This terrible car is a lemon! It's awful.
5 Our new washing machine is both good and guaranteed.

B **On a separate sheet of paper, write sentences about five of the following products. Use the adjectives from the chart above.**

Products

a smart phone	a digital camera
a mobile / cell phone	a TV
a GPS	a camcorder
a laptop (computer)	A DVD player
a desktop (computer)	

Smart phones are very convenient.

C Guidance for Writing (page 60) Use your answers to the following questions as a guide to help you write a paragraph about a product you use.

- What is it?
- What brand is it?
- What model is it?
- Is it a good product? Why or why not?
- What does it do?
- What adjectives describe it?
- Where do you use it?
- Is it working?
- Does it drive you crazy?
- How old is it?

UNIT 6 *Punctuation of statements and questions*

Use a period at the end of a statement.
I go to the gym every morning.

Use a question mark at the end of a question.
What do you do to stay in shape?

Use an exclamation point at the end of a sentence if you want to indicate that something is funny or surprising.
The truth is I'm a couch potato!

. (a period)
? (a question mark)
! (an exclamation point)
, (a comma)

Remember:
Use commas to connect more than two ideas in a series.
I go to the gym, run in the park, and go bike riding every weekend.

A Rewrite each statement or question, using correct punctuation. Remember to begin each with a capital letter.

1 she doesn't have time to exercise
2 do you get enough sleep every night
3 my friends think I exercise a lot but I don't
4 we go running bike riding and swimming in the summer
5 my father never eats sweets
6 what do you do on weekends
7 they eat junk food watch TV and stay up late every night
8 are you a couch potato

B Guidance for Writing (page 72) Use the ideas as a guide to help you write six questions about fitness and eating habits for your interview.

Ideas
- favorite activities
- exercise routines
- foods you eat
- foods you avoid
- what you can or can't do

UNIT 7 *Time order*

Use a time clause in a sentence to show the order of events.
We visited the old part of town **after we had lunch.**
We checked into our hotel **before we had lunch.**

You can begin a sentence with a time clause. Most writers use a comma when the time clause comes first.
After we had lunch, we visited the old part of town.
Before we had lunch, we checked into our hotel

Use transition signals to show time order in a paragraph. Use First to begin a series and Finally to end one. Use Then, Next, and After that to indicate a series of events. Commas are optional.
First, we checked in to our hotel. **After** we had lunch, we visited the old part of town and took pictures. **Then,** we went to the beach and lay in the sun for a while. **Next,** we played golf. **After that,** we went shopping and bought a rug. **Finally,** we went back to our hotel.

A On a separate sheet of paper, use the cues to write sentences. Begin each sentence with a time clause. Follow the example.

(before) First we had lunch. Then we went to the beach. *Before we went to the beach, we had lunch.*

1 (after) First we visited Rome. Then we went to Venice.
2 (before) First they went snorkeling. After that, they had lunch.
3 (after) He arrived in Miami on Saturday. Then he looked for a hotel.
4 (before) I spent three days in Mexico City. Next I flew to Cancún.
5 (after) She got back from the airport. After that, she called her mother.
6 (before) The weather was beautiful. Then it rained.

B On a separate sheet of paper, rewrite the paragraph, using time-order transition words.

Let me tell you about my trip. I flew from New York to London. It was very interesting, and I spent two days there. I took the train through the Chunnel to Paris. Paris was amazing. I got a car and drove to Rome. It was a long drive, but it was really scenic. I took a boat to the island of Sardinia. It was very beautiful. I flew back to London and back home to New York.

C Guidance for Writing (page 84) Write sentences describing your vacation in the order that the events happened. Then use them to write your paragraph, using time clauses and time-order transition words.

UNIT 8 *Connecting ideas with because and since*

Clauses with because and since present reasons. There's no difference in meaning between because and since in the following sentences.

I'm going to Paris **because I love French food.**
He's not wearing a jacket **since he left it in the restaurant.**

In speaking, it's OK to answer a question using just a clause with because or since.

A: Why are you wearing jeans?
B: **Because it's a really casual restaurant.**

In writing, however, a clause beginning with because or since is not a sentence; it's an incomplete thought. Connect the clause beginning with because or since to a sentence to make the thought complete.

I wear jeans at that restaurant because it is a really casual restaurant.

A clause with because or since can come at the beginning or the end of the sentence. When it comes at the beginning, use a comma. It's good writing style to vary placement so all sentences don't sound the same.

I eat vegetables every day **because they are healthy.**
Because they are healthy, I eat vegetables every day.

Remember:
In English, a sentence is a group of words containing a subject and a verb. It expresses a complete thought.

A On a separate sheet of paper, connect the sentences, using clauses with either because or since. Be careful! make sure the clause with because or since presents a reason.

1 I'm wearing a sweater. I feel cold.
2 She called her brother. It was his birthday.
3 He bought a blue blazer. He needed it for a business trip.
4 They didn't have a ticket for the concert. They stayed home.
5 Our DVD player is broken. We have to get a new one.

B On a separate sheet of paper, answer each of the following questions with a complete sentence containing a clause with because or since. Follow the example.

Why do you like dance music? *I like dance music because it is happy music.*

1 Why are you studying English?
2 Why is a clothes store better than a clothes website?
3 Why do people like malls?
4 Why are running shoes more comfortable than formal shoes?

C Guidance for Writing (page 96) Write a list of at least five clothing do's and don'ts for appropriate dress in your country. Explain the reasons for the tips, using because and since. Use your sentences as a guide to help you write your letter or e-mail.

Don't wear jeans to nice restaurants because people think they're inappropriate.

A paragraph is a group of sentences that relate to a topic or a theme. When your writing contains information about a variety of topics, it is convenient to divide your writing into separate paragraphs.

Traditionally, **the first word of a paragraph is indented**. (Sometimes new paragraphs, especially in books, are not indented. Instead, a separation is made by leaving a blank line space as below.)

In the writing model to the right, the first paragraph is about Holland and the second is about Thailand. Dividing the writing into two paragraphs makes it easier to read and understand.

Clothing customs in different countries

Holland has a northern climate, so depending on the time of year you're visiting, pack lighter or heavier clothes. One thing people notice about Holland is the way young people dress. Their dress code is "anything goes," so it's not unusual to see some pretty wild clothes there.

On the other hand, if you're visiting Thailand from May to September, pack for the heat. Thailand is generally conservative when it comes to clothing, but at Thailand's magnificent temples, the rules about clothing, and especially shoes, are very strict. If your shoes are too open, they are considered disrespectful, and you will have to change to more modest ones. So be prepared with light but modest clothing and shoes for your Thailand trip.

A **Write a check mark ✔ in the place or places where a new paragraph could or should start. Then, on a separate sheet of paper, copy the paragraphs, indenting each one.**

Famous families

Jackie Chan is a movie star and singer from Hong Kong. His wife, Joan Lin, is an actress from Taiwan. They have a son, JC Chan. He's a student in the United States. Another famous family is the Williams family. Venus and Serena Williams are famous tennis players. Their mother's name is Oracene Price. Their father, Richard Williams, is their manager. Still another famous family is the Fernández family from Mexico. Vicente and Alejandro are father and son. They are both singers, and they are famous all over Latin America.

B Guidance for Writing (page 108) **Use your answers to the questions below as a guide to help you write your paragraphs.**

Paragraph 1

Begin your paragraph with an opening statement, such as: *Last month, I went to ___.*

- Where did you go?
- What kind of transportation did you take?
- When did you leave?
- Who did you travel with?
- What did you do when you were there?
- When did you get back?

Paragraph 2

Begin your next paragraph with an opening statement, such as: *On my next trip, ...*

- Where are you going to go?
- What kind of transportation are you going to take?
- When are you leaving?
- Who are you traveling with?
- What are you going to do when you are there?
- When are you getting back?

Use even though to connect contradictory ideas in a sentence. (A comma is optional before even though when it comes at the end of the sentence.)

Bee Flowers is the most popular shop in town even though it's quite expensive.
You can bargain for really low prices at Marty's, even though the service isn't very friendly.

Always use a comma if the clause that begins with even though comes first.

Even though it's quite expensive, Bee Flowers is the most popular shop in town.
Even though the service isn't very friendly, you can bargain for really low prices at Marty's.

Use however and on the other hand at the beginning of a sentence to connect contradictory ideas from one sentence to another. Use a comma.

You can bargain for really low prices at Marty's. However, the service isn't very friendly.
Bee Flowers is quite expensive. On the other hand, it's the most popular shop in town.

Be careful! Don't use however or on the other hand to combine clauses in a sentence.

Don't write: You can bargain for really low prices at Marty's, ~~however the service isn't very friendly.~~

A On a separate sheet of paper, combine each pair of sentences into one sentence, using even though. Then rewrite your sentences, using even though to begin each one.

1 You can find some good deals at the Savoy Hotel. Their rooms are the most expensive in town.
2 You can bargain for really low prices at the Old Market. It isn't the prettiest place to shop.
3 The Philcov X30 is easy to use and not too expensive. It isn't the most popular camera.
4 The prices of flat screen TVs are getting lower every year. They can still be very expensive.
5 The Samson camcorder is the most professional camera you can buy. It isn't the lightest.

B Now, on a separate sheet of paper, write the sentences again, using however or on the other hand.

C Guidance for Writing (page 120) **Write at least six sentences about places to shop in your town or city. Use even though, however, and on the other hand. Use your sentences as a guide to help you write your guide.**

Top Notch Pop Lyrics

1:15/1:16

It's Nice To Meet You [Unit 1]

(CHORUS)
It's nice to meet you.
Good to meet you.
Pleasure to meet you.

What's your name?
My name is Mr. Johnson.
Please just call me Stan.
I'd like you to meet my wife, Mary Anne.

(CHORUS)

What do you do?
Actually, I'm a teacher
at the Children's Institute.
The little kids are really cute.
That sounds nice. Where are you from—
somewhere far or near?
As a matter of fact, Chicago is my
hometown.
Could you say that louder please?
How did you end up here?
My father was a salesman.
We moved all around.

(CHORUS)

Who is that?
Let me introduce you
to my new friend Eileen.
She's a chef and she's nineteen.

(CHORUS)

Good-bye. Take care.

1:34/1:35

Going Out [Unit 2]

Do you want to see a play?
What time does the play begin?
It starts at eight. Is that OK?
I'd love to go. I'll see you then.
I heard it got some good reviews.
Where's it playing? What's the show?
It's called "One Single Life to Lose."
I'll think about it. I don't know.

(CHORUS)
Everything will be all right
when you and I go out tonight.

When Thomas Soben gives his talk—
The famous chef? That's not for me!
The doors open at nine o'clock.
There's a movie we could see
at Smith and Second Avenue.
That's my favorite neighborhood!
I can't wait to be with you.
I can't wait to have some food.

(CHORUS)

We're going to have a good time.
Don't keep me up past my bedtime.
We'll make a date.
Tonight's the night.
It starts at eight.
The price is right!
I'm a fan of rock 'n' roll.
Classical is more my style.
I like blues and I like soul.
Bach and Mozart make me smile!
Around the corner and down the street.
That's the entrance to the park.
There's a place where we could meet.
I wouldn't go there after dark!

(CHORUS: 2 times)

2:18/2:19

An Only Child [Unit 3]

Let me see the photos of
your wife and family.
Who's that guy there, on the right,
next to the TV?
Is that your younger brother, John?
And who are those two?
Your sisters both look so alike.
Please tell me what they do.

(CHORUS)
I ask so many questions.
You just answer with a smile.
You have a large family,
but I am an only child.

How about your cousins now?
Please tell me something new.
Do they both play basketball?
You know that I do, too.

(CHORUS)

I don't have a brother,
but you have two or three.
You're all one big happy family.
I don't have a sister,
but you have older twins.
This is a game I can't ever win.
Do you have nieces and nephews,
and how many are there now?
Do they all like the same kinds of things?
Are they different somehow?

(CHORUS)

2:34/2:35

The World Café [Unit 4]

Is there something that you want?
Is there anything you need?
Have you made up your mind
what you want to eat?
Place your order now,
or do you need more time?
Why not start with some juice—
lemon, orange, or lime?
Some like it hot, some like it sweet,
some like it really spicy.
You may not like everything you eat,
but I think we're doing nicely.

(CHORUS)
I can understand every word you say.
Tonight we're speaking English at
The World Café.

I'll take the main course now.
I think I'll have the fish.
Does it come with the choice of another
dish?
Excuse me waiter, please—
I think I'm in the mood
for a little dessert, and the cake looks good.
Do you know? Are there any low-fat desserts
that we could try now?
I feel like having a bowl of fruit.
Do you have to say good-bye now?

(CHORUS)

Apples, oranges, cheese, and ham,
coffee, juice, milk, bread, and jam,
rice and beans, meat and potatoes,
eggs and ice cream,
grilled tomatoes—
That's the menu.
That's the list.
Is there anything I missed?

(CHORUS)

3:22/3:23

It's Not Working Again [Unit 5]

Hi. I'm calling on my cell phone.
I need a little help with a fax machine.
It's not working, and it's pretty bad.
I feel like I've been had, if you know
what I mean.
I'm coming to the store right now.
Can you show me how to use it?
The front lid won't open.
When my cat's around,
it squeaks and makes a funny sound.

(CHORUS)
It's not working again.
It's driving me crazy.
It's not working again.

I called yesterday, and a guy named Jack
said,
"I'm busy right now, can I call you back?"
He didn't even ask me what was wrong
with it.
He didn't want to hear the short and
long of it.
I just bought the thing yesterday,
and it won't turn on so please don't say,
"I'm sorry to hear that.
That's a shame.
That's too bad."
It's all a game.

(CHORUS)

I'm not looking for a laptop computer
or an X340 or a PDA.
Just tell me what's wrong with my fax
machine
so I can say good-bye and be on my way.
It won't send a copy of my document.
The paper goes through, and it comes
out bent.
On second thought, it's guaranteed.
I want my money back—that's what I need.

(CHORUS: 2 times)

3:40/3:41

A Typical Day [Unit 6]

The Couch Potato sits around.
He eats junk food by the pound.
It's just a typical day.
Watching as the world goes by,
he's out of shape and wonders why.
It's just a typical day.

(CHORUS)

Every night he dreams that he's
skydiving through the air.
And sometimes you appear.
He says, "What are you doing here?"

He cleans the house and plays guitar,
takes a shower, drives the car.
It's just a typical day.
He watches TV all alone,
reads and sleeps, talks on the phone.
It's just a typical day.

(CHORUS)

I'm sorry.
Mr. Couch Potato's resting right now.
Can he call you back?
He usually lies down every day of the week,
and he always has to have a snack.
Now all his dreams are coming true.
He's making plans to be with you.
It's just a typical day.
He goes dancing once a week.
He's at the theater as we speak!
It's just a typical day.

(CHORUS)

4:17/4:18

My Dream Vacation [Unit 7]

The ride was bumpy
and much too long.
It was pretty boring.
It felt so wrong.
I slept all night,
and it rained all day.
We left the road,
and we lost the way.
Then you came along
and you took my hand.
You whispered words
I could understand.

(CHORUS)

On my dream vacation,
I dream of you.
I don't ever want to wake up.
On my dream vacation,
this much is true:
I don't ever want it to stop.

The food was awful.
They stole my purse.
The whole two weeks went
from bad to worse.
They canceled my ticket.
I missed my flight.
They were so unfriendly
it just wasn't right.
So I called a taxi,
and I got inside,
and there you were,
sitting by my side.

(CHORUS)

You were so unusual.
The day was so exciting.
I opened up my eyes,
and you were gone.
I waited for hours.
You never called.
I watched TV
and looked at the walls.
Where did you go to?
Why weren't you near?
Did you have a reason
to disappear?
So I flew a plane
to the south of France,
and I heard you say,
Would you like to dance?"

(CHORUS)

4:35/4:36

Anything Goes [Unit 8]

The shoe department's upstairs.
It's on the second floor.
Women's Casual is down the stairs,
there by the door.
This helpful store directory
shows every kind of clothes.
I look for the department where
it says anything goes.

(CHORUS)

At home and when I travel,
I always like to wear
pajamas in the daytime
with a blazer and a pair
of socks on my fingers
and gloves on my toes—
anything goes.

On the ground floor, there's a restaurant
and a photo studio,
so I take the escalator
down to the floor below.
There are turtlenecks and T-shirts.
There are cardigans and jeans
in every size and color.
They look comfortable and clean.

(CHORUS)

The salesperson says,
"Here you go.
Try it on.
That's not too bad.
Let me see if I can find you something
better."
Some people say that black clothes
are more flattering than white,
or they think that they look nicer
in the day or in the night.
Their clothes can't be too liberal
or too conservative.
If I love it, then I wear it.
That's the way I want to live.

(CHORUS)

5:18/5:19

Five Hundred Ways [Unit 9]

You could take the bus,
or you could take the train.
You could take the ferry,
or you could take a plane.
Baby, it's a small world,
when all is said and done.
We have so many options,
the question is, which one?

(CHORUS)

There are five hundred ways to get here.
What are you going to do?
You could get a one-way ticket to see me.
I'm waiting here for you.

You should really hurry.
When are you going to call
and make your reservation?
You could miss them all.
And do you know how long
you are going to stay?
You could come and be with me
forever and a day.

(CHORUS)

Follow me.
Follow me.
Yes, you can follow me.
You have my phone number,
and you have my address.
Tell me, are you coming on
the local or express?

(CHORUS)

5:34/5:35

Shopping for Souvenirs [Unit 10]

I go to the bank at a quarter to ten.
I pick up my cash from the ATM.
Here at the store, it won't be too hard
to take out a check or a credit card.
The bank has a good rate of exchange,
and everything here is in my price range.
The easiest part of this bargain hunt
is that I can afford anything I want.

(CHORUS)

Whenever I travel around the world,
I spend my money for two.
Shopping for souvenirs
helps me to be near you.

I try to decide how much I should pay
for the beautiful art I see on display.
To get a great deal, I can't be too nice.
It can't hurt to ask for a better price.

(CHORUS)

Yes, it's gorgeous, and I love it.
It's the biggest and the best,
though it might not be the cheapest.
How much is it—more than all the rest?
I'll pass on some good advice to you:
When you're in Rome, do as the Romans do.
A ten percent tip for the taxi fare
should be good enough when you're staying
there.

(CHORUS)